

Renaissance

ACTIVITY BOOK

Art, Crafts, Cooking & Historical Aids



J 940.2



Digitized by the Internet Archive
in 2021 with funding from
Kahle/Austin Foundation

<https://archive.org/details/renaissanceactiv0000mill>

Renaissance Activity Book

Author

Linda Milliken

Editor

Kathy Rogers

Illustration

John Carrozza

Cover Illustration

Elizabeth Adams

METRIC CONVERSION CHART

Refer to this chart when metric conversions are
not found within the activity.

4 tsp	=	1 ml	350° F	=	180° C
2 tsp	=	2 ml	375° F	=	190° C
1 tsp	=	5 ml	400° F	=	200° C
1 Tbsp	=	15 ml	425° F	=	216° C
4 cup	=	60 ml	1 inch	=	2.54 cm
3 cup	=	80 ml	1 foot	=	30 cm
2 cup	=	125 ml	1 yard	=	91 cm
1 cup	=	250 ml	1 mile	=	1.6 km
		1 oz.	=		28 g
		1 lb.	=		.45 kg

Washington Free Public Library
120 East Main St.
Washington, IA 52353

**Reproducible for classroom use only.
Not for use by an entire school or school system.**

©2000 Edupress, Inc. • P.O. Box 883 • Dana Point, CA 92629
www.edupressinc.com

ISBN 1-56472-167-1

Printed in USA

Table of Contents

Page	Title	Activity
3	Literature List	Resource
4	Glossary	Resource
5-6	About the Renaissance	Resource
7	Humanism	Collage
8-10	People of the Age	Paper models
11	Perfumed Oils	Sachet
12-13	Language	Conversation activity
14-15	Education	Horn book
16	Literature	Autobiography
17	Printing Press	Sponge-paint activity
18-19	Explorers	Exhibit, engraving activity
20	Galileo	Painting activity
21	Trading	Design a coin
22-23	Craftsmen	Crafts
24	Renaissance London	Mural
25	Traveling Entertainers	Make and use juggling sticks
26-27	Theater	Theater model
28	Shakespeare	Sound effects
29	Masque	Craft
30	Dancing	Dancing activity
31	Floral Garland	Paper craft
32-33	Music	Songs
34-36	Artists	Art projects
37	Sculpture	Cooperative craft activity
38-39	Games	Table games, riddles
40-42	Clothing	Costume ideas
43	Jewelry	Jeweled pendant
44-45	Needlework	Embroidery project
46-48	Food	Recipes

Literature List

- ***Renaissance People***

by Sarah Howarth;
Millbrook LB 1992. (5-8)

Exploring the people—explorers, alchemists, artisans—of the Renaissance, with quotations and art from the period.

- ***Renaissance People***

by Sarah Howarth;
Millbrook LB 1992. (4-7)
Cities, libraries, and workshops are some of the sites explored in the book.

- ***Alberic the Wise***

by Norton Juster;
Picture Book 1992. (4-8)
In this picture book set in the Renaissance, Alberic becomes an apprentice to a stained-glass maker.

- ***Bartholomew Fair***

by Mary Stolz;
Greenwillow 1990. (5-7)
In sixteenth-century England, all sorts of people, including Elizabeth I, attend the fair.

- ***Good Queen Bess: The Story of Elizabeth of England***

by Diane Stanley and Peter Vennema;
Macmillan 1990. (4-6)
A biography of Elizabeth I, with emphasis on understanding the reasons for her actions in the context of the time.

- ***Bard of Avon: The Story of William Shakespeare***

by Diane Stanley and Peter Vennema;
Morrow LB 1992. (3-8)
The life of Shakespeare.

- ***Michael the Angel***

by Laura Fischetto;
Doubleday 1993. (2-4)
With action-filled pictures, this is a breezy biography of the master artist of the Renaissance.

- ***Introducing Michelangelo***

by Robin Richmond;
Little 1992. (3-6)
An overview of the artist's life and work, presented in an assortment of vignettes and historical asides.

- ***Fine Print: A Story about Johan Gutenberg***

by Joann J. Burch;
Carolrhoda 1991. (3-6)
An account of the man who changed world history by inventing the process of printing books from movable type.

- ***The Log of Christopher Columbus: The First Voyage***

by John Wallner, ed.;
Putnam, 1992. (3-6)
With excerpts from the log of Columbus, this book offers young readers the experience of sailing on the 1492 voyage to the New World.

- ***Galileo***

by Leonard Everett Fisher;
Macmillan 1992. (3-6)
A narrative that stresses Galileo's genius as a mathematician and physicist as well as his contributions to astronomy.

- ***Galileo and the Universe***

by Steve Parker;
Harper 1992. (3-7)
History and science come alive in this introduction to one of the world's great scientists.

- ***The World in 1492***

by Jean Fritz, et al.;
Henry Holt 1992. (5-8)
Six different authors write about continents as they were in 1492.

Glossary

alchemy—a semiscientific study of chemistry limited to the search for the secret of transmutation, or changing one natural substance into another.

apothecaries—people who made and sold herbal and other cures in their shops.

apprentice—a boy who was sent to learn a particular trade or craft with a qualified trader or craftsman.

astrolabe—an instrument for measuring the altitude of stars.

Aztecs—one of the people of Central America whose empire was conquered by the army of Hernando Cortés.

classical culture—the art and learning of the ancient Greeks and Romans.

Elizabeth I—Queen of England from 1558 to 1603.

Ferdinand Magellan—the Portuguese sea-captain who led the first expedition to sail around the world, from 1519 to 1522.

Francisco Pizarro—Spanish soldier who led a tiny army that conquered the vast empire of the Incas in Peru, from 1531 to 1533.

Hernando Cortés—explorer who led a small Spanish expedition to Mexico in 1519. He had achieved the conquest of the entire Aztec Empire by 1521.

humanists—writers and scholars who were particularly interested in the learning of ancient Greece and Rome.

Incas—one of the peoples of South America. Their empire extended south from Ecuador to modern Peru and Chile. It was conquered by a Spanish army led by Francisco Pizarro.

Leonardo da Vinci—Italian artist and inventor. He painted the *Mona Lisa*. He spent much time at the court of Francis I of France, and died in 1519.

Martin Luther—a German professor who complained bitterly about the corrupt Roman Catholic Church, then set up his own “Protestant” type church.

masque—a spectacular court entertainment that included music, dancing, and acting.

master craftsman—a craftsman who was especially skilled at his work. A master craftsman had to pass many tests to prove his skill.

navigation—finding a way between different places. Sailors navigated their ships by using charts and looking at the position of the stars.

perspective—a method of drawing objects in such a way that they appear to have depth and distance.

philosopher—someone whose work is to study and develop ideas about how people should live.

Protestants—the name which came to be given to people who complained about the Roman Catholic Church, and set up their own churches.

quadrant—an instrument used to measure angles, used by both navigators and astronomers to measure the positions of the sun and stars.

Roman Catholic Church—the only Christian Church in western Europe before the Protestants broke away.

scholar—a person whose life is devoted to study and research.

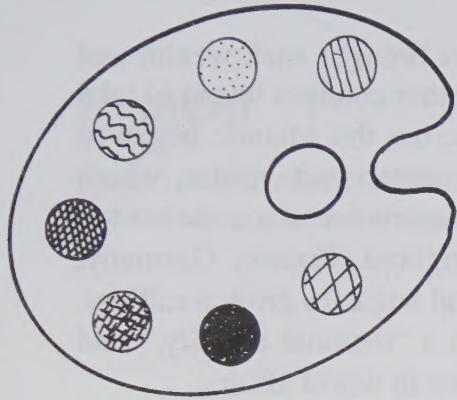
spices—pepper, cinnamon, cloves, etc., which came from the East and were used to season food.

William Shakespeare—an actor from Stratford-on-Avon in England. He became the best-known playwright in the English language.

About the Renaissance

Renaissance is the name historians have given to the time of great change that took place in Europe, mainly during the fifteenth and sixteenth centuries. Beginning in the fourteenth century, the people of Europe began to depart from the patterns of medieval life, which were still dominated by the power of the Roman Catholic Church. Scholarship and education were very limited. People did not move beyond the circle of their daily lives, and did not travel or explore.

The Renaissance really marks the beginning of man's entrance into the industrial world. It was a time of tremendous growth and expansion in all aspects of life, including the arts, scholarship, and exploration.



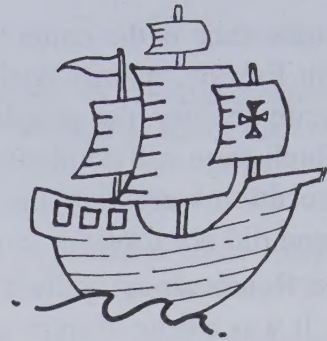
Classical Models The changes that marked the Renaissance began with artists and scholars when they discovered the art and history of the ancient Greeks and Romans. Ancient art placed more emphasis on human beings than on gods. Renaissance artists began to shift their attention away from religious to non-religious subjects. They copied the Greeks and Romans in trying to make people look as lifelike as possible. These changes led to the development of new paints and methods being used for art.

Humanism At the same time that artists were studying the ancient world, scholars were reading the history of the same period. Ideas about politics and society from the Roman Republic and Empire were new to Renaissance scholars. Their studies led them to question the whole system of ideas upon which their society was based. Gradually, their studies led them to a new thought system called "Humanism," which says that the laws and systems of the world are made by men, and they can be changed by men. This challenged the authority of the Church over all aspects of people's lives.



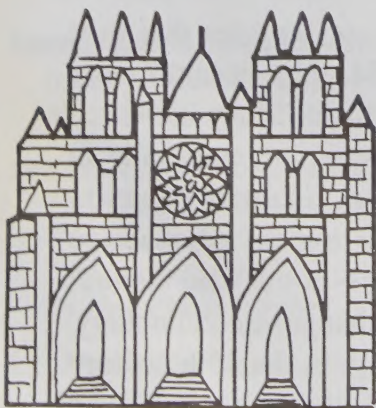
Science As men began to accept the idea that they could make changes in the world, they became more curious about the world around them. Many advances were made in science during this period, especially in astronomy, physics, and medicine. Scholars began to develop a "scientific method"—a logical approach to asking and answering questions about the natural world. Scientific changes led to changes in technology. The invention of the printing press in the 15th century opened the world of science and ideas to people who never before had access to the written word.

Exploration There were technological advances in the world of navigation. As people became more aware of the world around them, they began to want to explore it. In an effort to find better, less expensive trade routes, Europeans took to the sea. The Portuguese explored the possibilities of sailing around Africa to reach India and China. Christopher Columbus attempted to reach China by sailing west, and discovered the New World. Improved instruments, such as the magnetic compass, and better map-making methods, made this kind of exploration possible.



Rationalism When explorers brought back wealth and treasures from the New World, other changes began to take place in Europe. Trade routes across the Atlantic began to be more important than Mediterranean trade routes, which meant that Italy was losing its importance as a trade center. The countries that are now England, France, Germany, Austria, Switzerland, and Holland began to grow wealthier. These nations began to develop a “national identity,” and became more confident and active in world affairs.

Religion As nations emerged, the influence of the Roman Catholic Church began to decline. Men began to question many of the basic beliefs of the church, and saw a need for reform in the Church. People in parts of Europe began to protest against what they felt were abuses by the Church, and demanded the right to choose between the old Church and the reformers. This unrest led to civil wars and other types of social upheavals. The end result was a major change in the status of nations and their influence in the world.



Towns & Cities Throughout this period, the population of Europe was expanding. This led to the growth of cities and towns. People began to move from the farms into the towns where work was available. The economy began to change in order to support the non-farming population, which led to changes in industry. The towns represented new wealth that was seen in merchants who made their living from the riches brought from the new trade routes. The wealthy merchants spent money on art, on new buildings, and encouraging the growth of printing and research. They also financed many of the voyages of exploration.

Humanism

Information

During the Renaissance, men began to emphasize the importance of the individual. All things concerning man and his life on earth became important. People took pride in their own accomplishments and began to judge others on merit rather than birth. The class into which a person was born did not influence his working toward accomplishments that were recognized by religious leaders and members of royalty.

The emphasis on man formed a philosophy known as “humanism.” To the Renaissance humanist, education meant the training of the “universal man,” a person skilled in many fields of knowledge, including art, science, sports, and politics.

Project

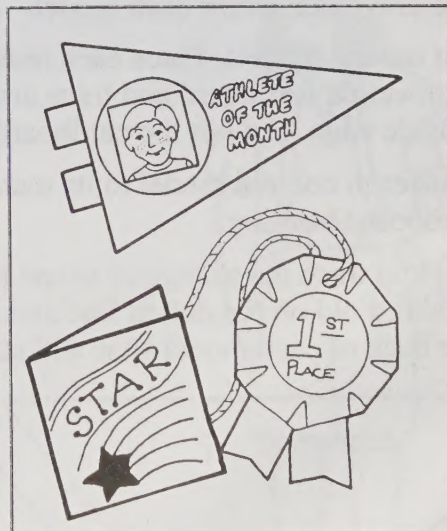
Create poster collages featuring individual skills and accomplishments.

Directions

1. Discuss the meanings of skill and accomplishment. Remember that a skill may be something like baking a batch of tasty cookies, or winning a trophy for outstanding athletic ability.
2. Gather photos, awards, or any other items that reflect your individual accomplishments. Assemble the items on poster board. Pictures cut from magazines, or creatively lettered words may add to the project. Glue everything in place on the poster board to create a collage.

Materials

- Poster board
- Magazines
- Scissors
- Photographs
- Scissors, glue, felt-tipped markers
- Samples of papers, awards, or other memorabilia reflecting personal accomplishments



People of the Age



Information

The European people who lived during the Renaissance were constantly confronted by illness and disease. Half of the babies born died before their first birthday. Anyone who lived to be 40 was thought very old. Women were kept under strict control by their fathers or husbands. Children were treated as adults, in both work and play.

There were distinct social classes that lived in completely different worlds. The rich ate fantastic meals, wore gorgeous clothes, and lived in beautiful homes. They had to pay few taxes, and could buy their children a good education. There were far more poor people than rich people. The poor often went hungry. They wore simple homemade clothes, which they rarely changed. They lived in shacks which they often shared with their animals. They had little money, but paid most of the taxes. Most could not read or write, or afford an education.

Project

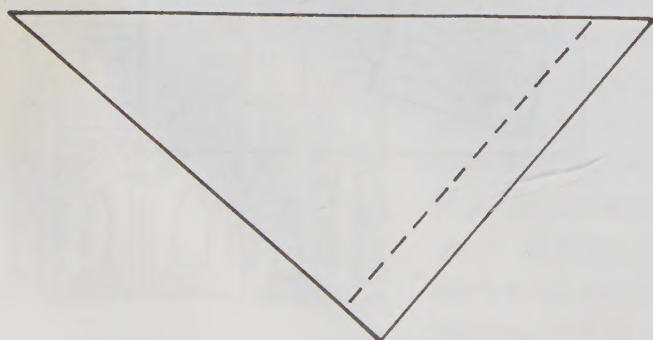
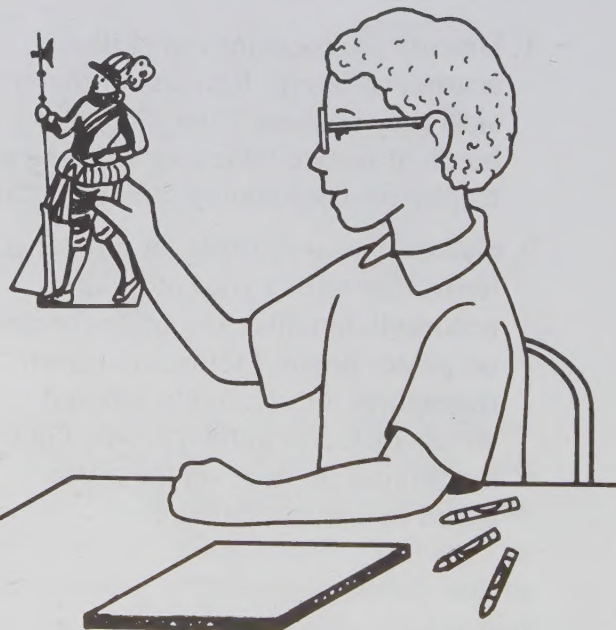
Make stand-up paper models of Renaissance people.

Materials

- Paper models, following pages
- Scissors
- Crayons
- Glue or paste
- Lightweight cardboard

Directions

1. Reproduce a copy of the paper models for each student.
2. Use crayons to color each model.
3. Cut out the models. Place each model over lightweight cardboard and trace around the outside edge. Cut out the cardboard shapes.
4. Glue each colored model to its matching cardboard backing.
5. Cut and trace the triangular shape for each model. Fold on the dotted line and glue to the back of each model so it will stand.



Paper Models

Lord



Lady



Peasant Woman



Peasant Man



Paper Models

Merchant's Wife



Merchant



Soldier



Musician



Perfumed Oils



Information



Careless personal hygiene was typical of Renaissance times. Rich and poor alike had little interest in bathing and rarely washed. Personal odors were sometimes covered with the use of perfumed oils. Even kings and the nobility had to use perfume to cover their body smells. The common people could not afford such luxuries. Soap was expensive and was not used as a routine part of care, so stench was just an accepted fact of life. Poor hygiene and sanitary conditions led to the rampant spread of influenza, smallpox, and bubonic plague.

Dental hygiene was poor, as well. People cleaned their teeth with mallow root or linen cloth. The rich often used ornate toothpicks. There were no toothbrushes.



Project

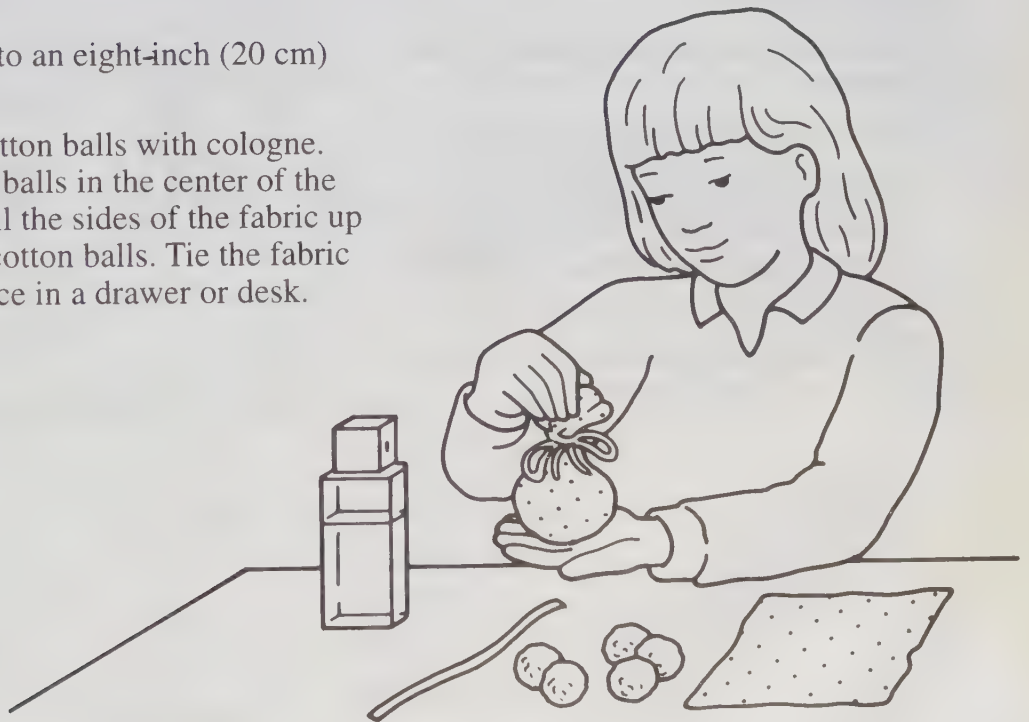
Make a perfumed sachet.

Materials

- Inexpensive colognes
- Cotton balls
- Fabric
- Curling ribbon

Directions

1. Cut the fabric into an eight-inch (20 cm) circle.
2. Spray several cotton balls with cologne. Place the cotton balls in the center of the fabric circle. Pull the sides of the fabric up and around the cotton balls. Tie the fabric with ribbon. Place in a drawer or desk.



Language



Information

Elizabethan language was very different from modern English. For example, the “o” sound was pronounced “uh” as in shove. The word ending “ed” was pronounced as a full extra syllable. The writings of William Shakespeare are cited most often in understanding Elizabethan speech.

People were well aware of their social standing in relation to the social standing of the person they were addressing. People wore clothing that identified their social standing, so knowing how to address them was easy. “Sir” or “Mistress” was always appropriate for a person who was not nobility, but who was well-dressed. To children, “my lad” or “lass,” or “good young sir” was appropriate.

Project

Simulate a Renaissance conversation by employing historically correct words and phrases.

Materials

- Language chart, following
- Examples of Shakespeare’s plays

Directions

1. Reproduce the language chart for each student.
2. Practice some of the pronunciations.
3. Read aloud some excerpts from Shakespeare’s plays. Identify the language and phrases that sound different from modern English.
4. Try to integrate phrases and greetings into your daily conversation.



Language Chart



Pronunciation

- Want—sounds like *apple*
- Make—sounds like *mek*
- Head—sounds like *haid*
- I—sounds like *uh-ee*
- Neither—sounds like *nayther*
- Lord—sounds like the oo in *moon*
- Down—the o and w sound like *uh-oo*
- Surely—sounds like *sir-lee*
- Father— a sounds like *apple*; r sounds like a pirate *Arrrrr*



Phrases

- He doth be
- Thou hast
- Verily much
- Where for art thou?
- And wherefore say not
- Never use one word where two will do! Add *right*, *well*, and *most* to your sentences.
- “He doth be most handsome.”
- “Thou art most busy.”
- O’er there
- Take thy
- Aye Sir
- Thou art
- But nay!



Greetings

Children

- My lad/lass
- Good young sir
- My young lord/lady

Officeholders (Judges, Knights)

- Your Honour
- Your Worship

Commoners

- Wench (serving woman)
- Father (older man)
- Goodman, Goodwife

Royalty (King or Queen)

- Your Highness
- Your Grace
- Her Majesty (when talking about the Queen)

Nobility

- My Lord
- My Lord Earl
- My Lady
- My Lady Cousin

Religious Leaders

- Sir Priest
- Master
- Brother, Sister

Education



Information

The amount of education Renaissance children received depended on their status. Poor children received very little education. They helped their parents with farm chores, spinning, and weaving. Country boys were usually first sent to school at the age of seven. They later became apprentices. Children of wealthy families were taught by a tutor as early as the age of two.

Most children did not have a book for their first lessons. They had a kind of wooden board with a handle, which was known as a horn book. A piece of paper was stuck on one side. On the paper was written the alphabet, the numbers up to ten, and the Lord's Prayer. A thin sheet of transparent horn was placed over the paper to keep it clean. All children knew nursery rhymes, such as "Three Blind Mice" and "Mary, Mary, Quite Contrary." If they were successful, they might be rewarded with a peppermint drop or gingerbread. Lazy children were beaten.

Project

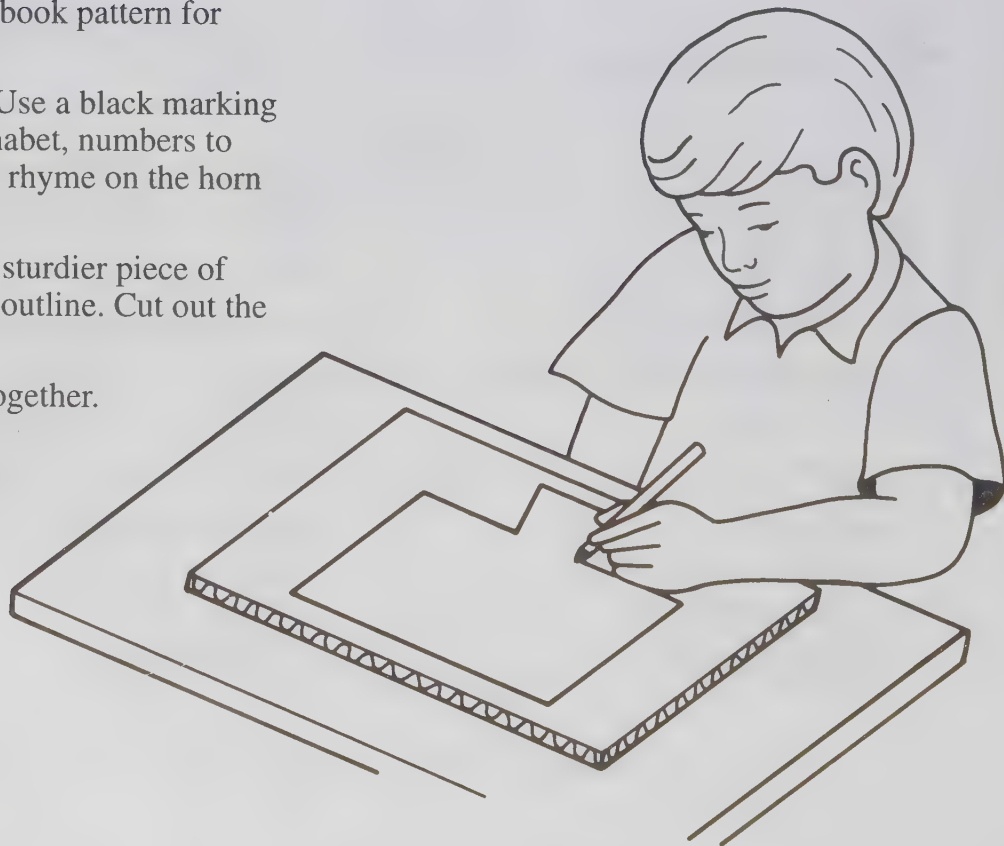
Make a horn book.

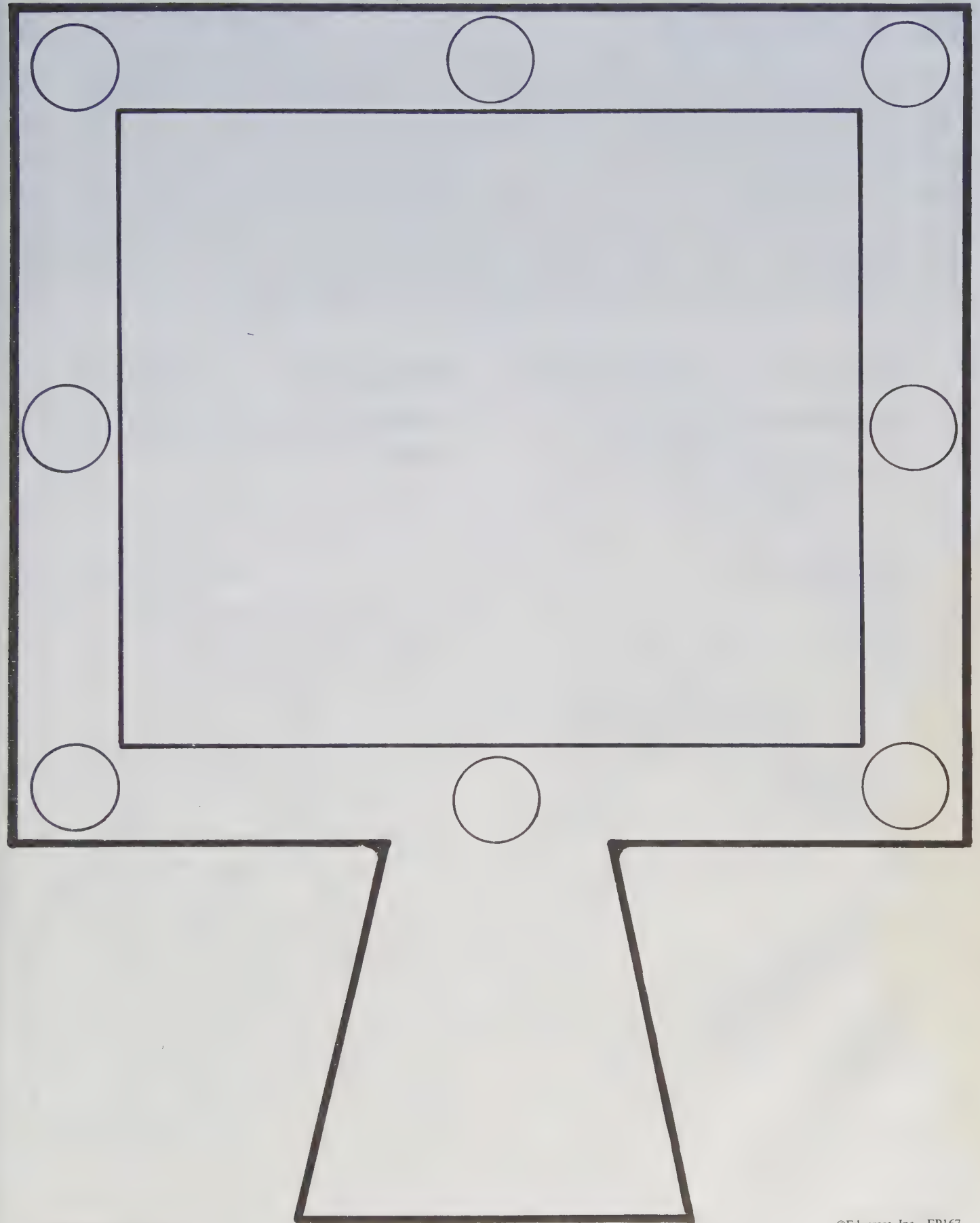
Materials

- Horn book pattern, following
- White paper
- Cardboard
- Scissors
- Glue
- Black marking pens
- Peppermint candy

Directions

1. Reproduce the horn book pattern for each student.
2. Cut out the pattern. Use a black marking pen to write the alphabet, numbers to ten, and one nursery rhyme on the horn book pattern.
3. Lay the pattern on a sturdier piece of cardboard. Trace its outline. Cut out the cardboard pattern.
4. Glue both patterns together.





Literature



Information

Renaissance literature emphasized individual personality. New literature forms, such as essays and biographies, became important. By the sixteenth century, writers began to use national languages like French and Italian instead of Latin, which had been used for writing during the medieval period.

Famous works by Italians included *The Prince* by Niccolo Machiavelli. Many leading French Renaissance writers lived and worked at the castles of the kings in the Loire Valley. They included poet Pierre de Ronsard and prose writer Francoise Rabelais. The English reached their highest accomplishments in drama, with playwrights William Shakespeare and Christopher Marlowe. Miguel de Cervantes of Spain wrote *Don Quixote*, which many critics have called the greatest novel ever written.



Project

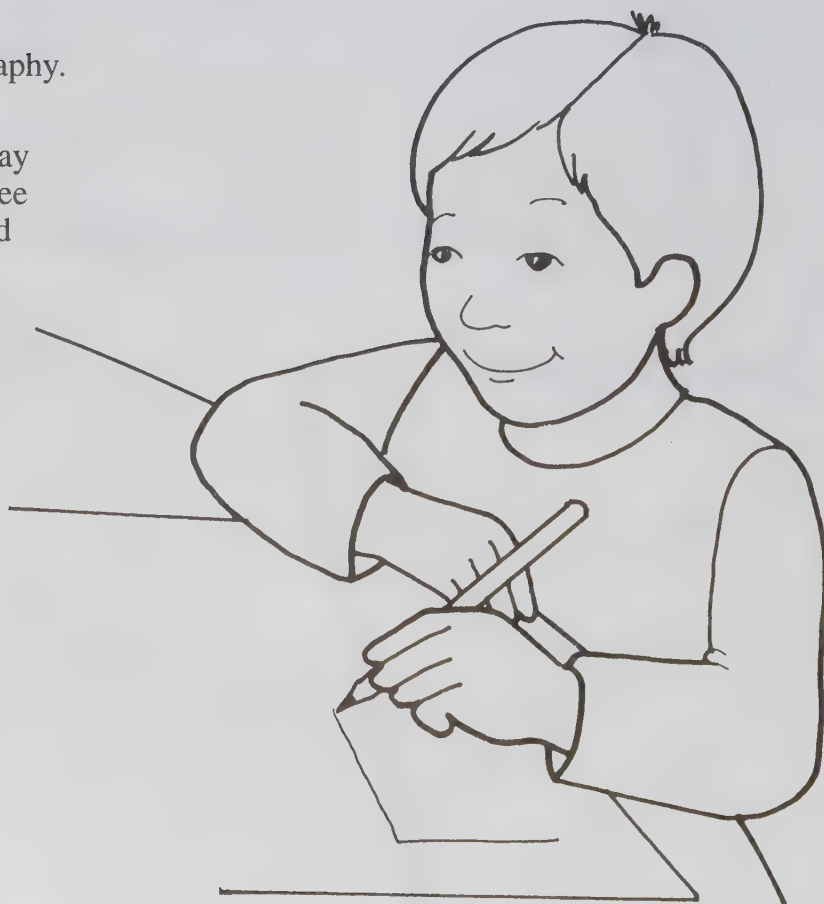
Write an autobiography.

Materials

- Writing paper
- Pencil

Directions

1. Discuss the elements of a biography. Then define autobiography.
2. Write an autobiography to display with your Humanism collage (see page 7). Try to use language and phrases characteristic of the Renaissance.



Printing Press



Information

Until the Renaissance, books were produced by hand, each individually copied and bound. Around 1450 the printing press was invented. Many historians agree that it was invented by Johannes Gutenberg of Germany. This printing press was combined with another invention—movable metal type. First the individual letters of the alphabet were made in metal. The letters were then arranged into the words and sentences required for a page and clamped together in a frame. Once the page was printed, the type could be taken out, rearranged, and used again.

Early printed volumes were large and expensive. By the end of the fifteenth century, this changed. By that time, books came in less expensive pocket-sizes that people could carry around with them. More people had access to books, and literacy was on the rise.



Project

Work cooperatively to create a printed page with “movable” type.

Directions

1. Give each student a block letter.
Give two letters to the students who have little-used letters like X and Z. Double the vowels so that more than five students have them.
2. Place the letter(s) on a sponge. Trace around the outline with a felt-tipped marking pen. Cut out the letters.
3. Dilute the tempera paint slightly and pour it onto paper plates.
4. Work cooperatively to print words on the construction paper strips by dipping each sponge letter in the paint and pressing it gently to the paper. Each student moves around the classroom with his or her letter to help complete words. Those students having vowels will be very busy! Create a word quilt on the classroom wall.

Materials

- Two-inch (5-cm) poster board block letters for tracing
- Construction paper strips, three inches (8 cm) x 18 inches (46 cm)
- Felt-tipped marking pens
- Scissors
- Sponges
- Paper plates
- Tempera paint



Explorers



Information

Little was known in the fifteenth century about the world outside Europe. This changed as Renaissance men became fascinated with unknown lands. In 1415, Prince Henry of Portugal made the first great voyage of what became known as the “Age of Exploration,” when he explored the west coast of Africa.

Other daring voyages followed. Christopher Columbus, commissioned by the Spanish king and queen, sailed across the Atlantic in hopes of finding the East Indies. Italian navigator Amerigo Vespucci was the first to realize that the Americas were the New World and not part of China. Ferdinand Magellan was credited with making the first voyage around the world. Spain sent Hernando Cortés to Mexico, where he and his crew discovered the mighty Aztec Empire.

Project

Create an exhibit of new world discoveries. Make a whale-tooth engraving.

Materials

- As described for each project



Exhibit

Explorers were given titles and other rewards for the riches they brought back from their voyages. New foods that were introduced included pineapples, sweet potatoes, cloves, and other spices. Hanging beds called “hamacas,” now known as hammocks, were brought from the West Indies. Abundant amounts of gold and silver were melted and made into coins. All of these things increased the wealth of the European countries that commissioned the travel.

Materials

- Table
- Various art supplies
- Student supplied objects
- Resource materials

Directions

1. Use resource materials to compile a list of things brought back to Europe by Renaissance explorers.
2. Create a tabletop exhibit. Bring real examples from home or make replicas using an assortment of art supplies.





Engraving

Life at sea for the adventurous explorers of the Renaissance era was difficult. Sailors stashed all their belongings in a sea chest. The chest also served duty as a seat and table. They slept in hammocks. Occupants did not fall out in heavy seas. They wore pants made from canvas left after sail repairs were made. The fabric was treated with oil to make it waterproof.

Orders and instructions were given by means of a whistle that emitted high tones that could be heard above the sound of the wind and seas.

Sailors passed the time on whaling ships by engraving designs on whales' teeth. Engravings were rubbed with black ink or soot to produce a clear image.

Materials

- White construction paper
- Scissors
- Waxed paper
- Toothpick
- Black watercolor paint
- Paintbrush

Directions

1. Cut a large tooth shape from construction paper.
2. Lay waxed paper, waxed side down, over the construction paper.
3. "Engrave" designs on the waxed paper, pressing hard enough to transfer the design to the construction paper below. Remove the waxed paper.
4. Brush a light coat of black paint over the tooth to make the engravings appear.



Galileo

Information

Galileo Galilei was born in Pisa, Italy, on February 15, 1564. He has been called the founder of modern experimental science. As a child he showed skill in building toys. He made his first important scientific contribution at the age of 20. He discovered the laws of the pendulum, while watching a great lamp swing from the ceiling of the cathedral in Pisa. He timed the motions of the lamp with his pulse beat, and noticed that each swing took the same amount of time, whether the arc was large or small.

He made the first practical use of the telescope to discover many new facts about the science of astronomy. He observed that the moon was not a smooth sphere, but that its surface was marked by valleys and mountains. He also observed that the Milky Way was a mass of stars "...so numerous as to be almost beyond belief."

Project

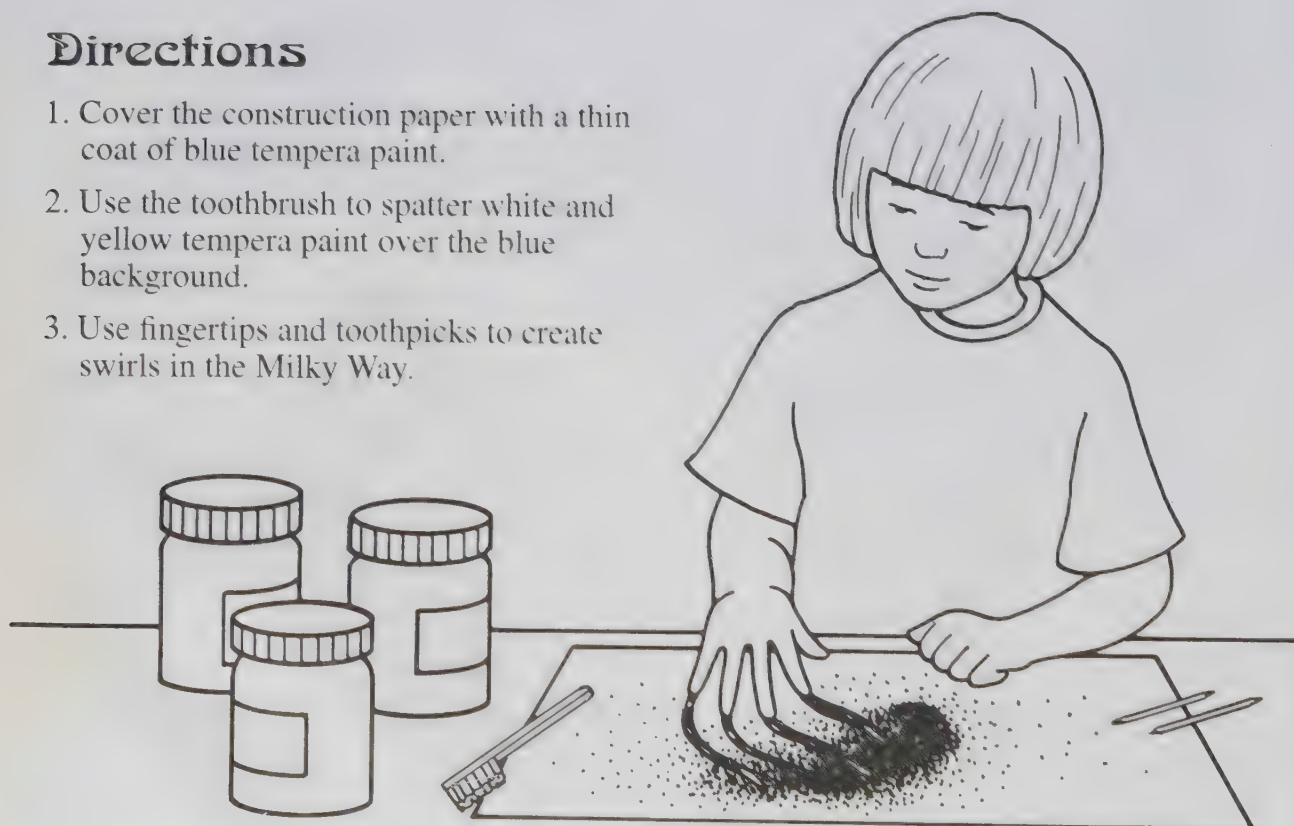
Paint the Milky Way as Galileo may have seen it through his telescope.

Materials

- White construction paper
- Blue, white, and yellow tempera paint
- Toothbrush
- Paintbrush

Directions

1. Cover the construction paper with a thin coat of blue tempera paint.
2. Use the toothbrush to spatter white and yellow tempera paint over the blue background.
3. Use fingertips and toothpicks to create swirls in the Milky Way.



Trading

Information

In the 16th century, the profits from worldwide trade could be huge. Nobles hated the merchants who became rich from trading. They believed that inherited wealth was more honest than earned wealth. The rulers felt differently. Many emperors, kings, and queens borrowed money from the great merchant families. Merchants often grouped together to create trade companies which were granted royal “monopolies.” The grant allowed only one company to trade in certain goods or with a certain region.

Coins were important for international trade. Many were hammered by hand by craftsmen called minters. After 1550, more and more European coins were pressed by machine. Each coin had its own distinctive markings representing its country of origin. Each also had its own name. Some examples are the *sovereign* from England, *piece-of-eight* from Spain, the French *teston*, and *thaler* from Austria.

Project

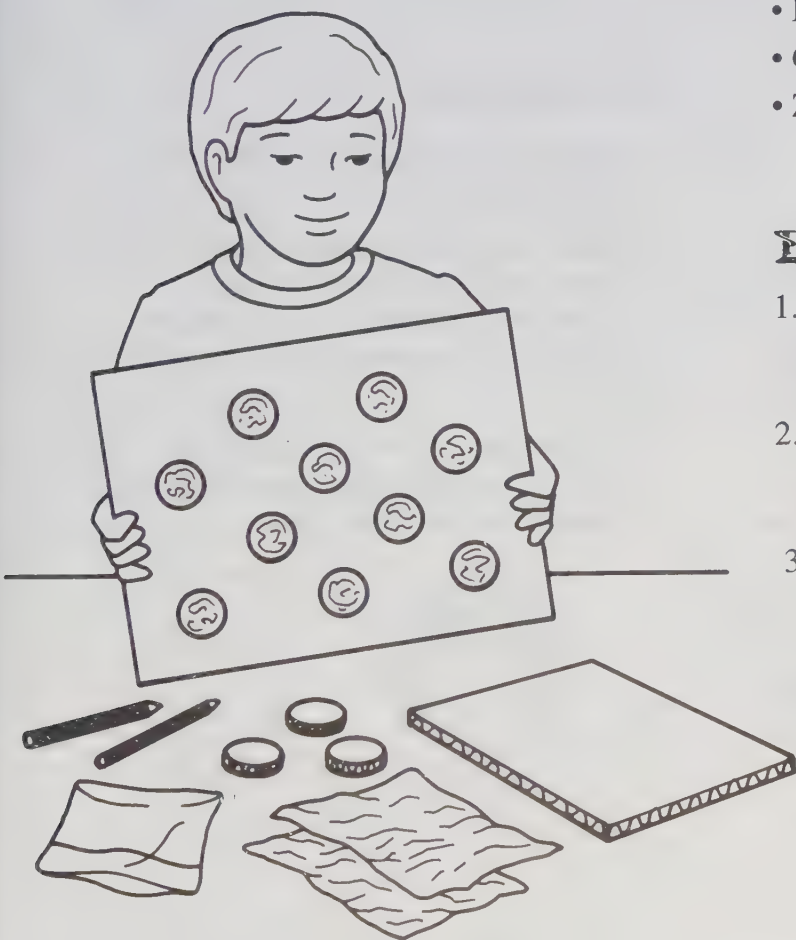
Design a unique coin for trading.

Materials

- Lightweight cardboard cut in circles of varying sizes
- Aluminum foil, gift wrap
- Marking pens
- Scissors
- Glue
- Poster board
- Zip-top bags

Directions

1. Use cardboard circles, aluminum foil, gift wrap, marking pens, or other craft materials to design a coin.
2. Make up to nine more coins to match. Mount one of each different coin to create a display.
3. Trade the remaining coins with classmates. Keep your coins in a zip-top bag. Have them handy for trading.



Craftsmen



Information

Laborers skilled at their crafts worked with their apprentices to create the goods used by people all over Europe. Saddlers combined leather and metalwork to make saddles and bridles for horses. Blacksmiths forged iron into spurs and stirrups. Glassmakers made small bottles, tumblers, and window glass. Coopers made barrels for storing wine and salted meat. Clockmakers made astronomical clocks for the rich and privileged. Weavers worked in their cottages on huge wooden looms, spinning wool into warm cloth, which they dyed in huge tubs heated over a fire.

Improvements in glass and metalworking led to the development of many items that are in common use today. Spectacles were invented in 1352. For the first time people could cut their hair with scissors, fasten their clothes with buttons, and admire the effect in a silvered mirror.

Project

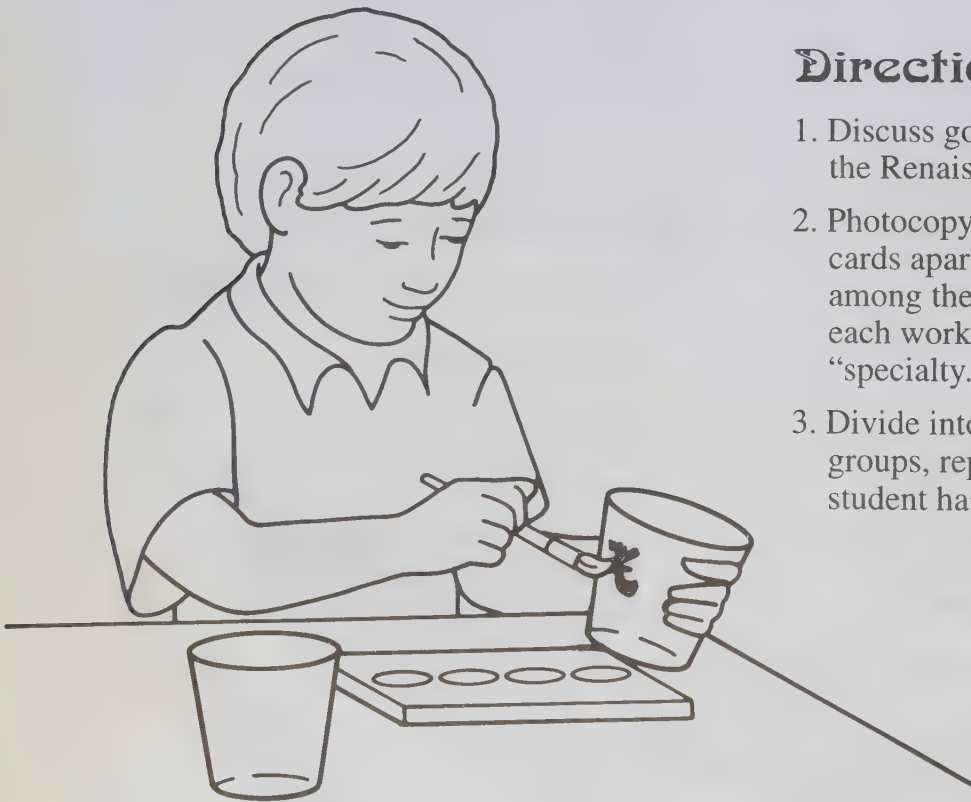
Work in guilds to create Renaissance crafts.

Materials

- Craft Cards, following page
- As needed by each craftsman

Directions

1. Discuss goods that were made during the Renaissance.
2. Photocopy the craft cards. Cut the cards apart and distribute them among the students. Be sure they each work on a craft that is his or her "specialty."
3. Divide into guilds, or small work groups, represented by the craft each student has selected.





✦ Brewer ✦

Many people in northern Europe brewed beer. In England, a license was needed to sell it.

Craft

Create a recipe for a special drink, then mix a batch to share with friends.

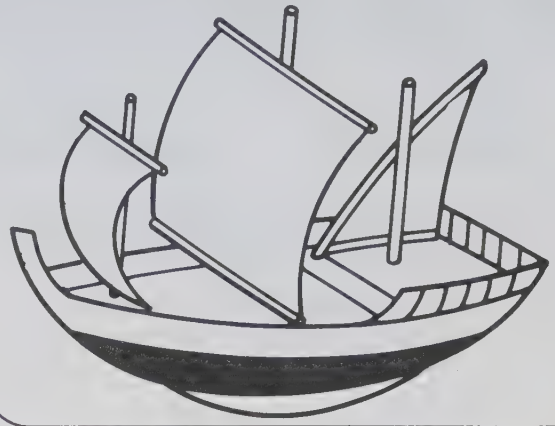


✦ Shipwright ✦

Shipwrights designed the galleons that took European explorers across the oceans to trade with new lands.

Craft

Build a model ship, or use pen and ink to create the drawings for one.



✦ Glassmaker ✦

Beautiful blown glass was made all over Europe, but Italians were known as the best glassmakers.

Craft

Use marking pens to turn plastic glasses into a decorated set.

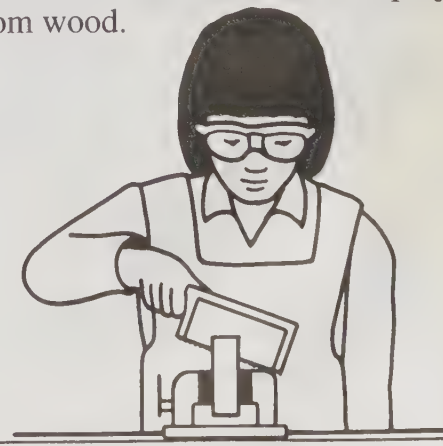


✦ Carpenter ✦

Carpenters made furniture and other household goods. Carpenters worked with masons and thatchers to construct houses.

Craft

Make bookends or some other project from wood.



Renaissance London

Information

London was one of the largest cities in Europe during the Renaissance. London's main street was not a street at all, but the River Thames. It was bustling with traffic—fishing boats, barges, and merchant ships. Shallow rowing boats, called wherries, served as taxis and transported people from one section of town to another. Old London Bridge was the only bridge crossing the Thames. Carts, animals, and people were forced to squeeze between the high narrow buildings that jammed the bridge.

The center of life was St. Paul's, a magnificent Gothic cathedral. The cathedral was surrounded by narrow twisted streets with overhanging house fronts. Sewage was just dumped in the streets. Beyond the city lay small villages with green fields and pastures where sheep and cattle grazed.

Project

Paint a mural showing life in London and the River Thames.

Materials

- Paint
- Paintbrushes
- White butcher paper

Directions

1. Read the description of life in London, on the River Thames, and in the countryside surrounding the city.
2. Assign groups to paint various sections of the mural: London Bridge, the River Thames, St. Paul's Cathedral, the narrow streets of the city, the countryside.



Traveling Entertainers

Information

Life in the country was hard. People worked from dawn until dusk to grow enough food to earn a meager living. During the work week there was little time for leisure. In spite of this hard work, people found time for many celebrations and festivals. There were celebrations for the harvest, Midsummer's Day, and May Day. Some festivals were reminders of ancient rites intended to ensure that the earth would stay fertile. They were also occasions for dancing, games, and other recreation.

Contributing to the festivities were traveling entertainers like musicians, jugglers, puppeteers, and actors performing simple folk plays. These traveling entertainers were sometimes viewed as no better than beggars, but for the hard-working people of the country villages, they provided important recreation.

Project

Make and use juggling sticks.

Directions

1. Fringe the tissue paper to within one inch (2.54 cm) of one edge.
2. Wrap several tissue paper strips around each end of the paper tubes. Tape to hold in place.
3. Practice juggling both sticks by tossing them alternately in the air and catching them as they come down.

Materials

- Tissue paper cut into four-inch (10.16 cm) strips
- Cardboard tubes from paper towels or gift wrap OR ½-inch (1.25 cm) wooden dowels; two per student (dowels are preferred)
- Tape



Theater



Information

By the late 1500s plays were performed in two kinds of theater buildings. Smaller private theaters had candlelight for evening performances. Public theaters were larger. They held as many as 2,500 people. They had no lighting, so performances were held during the day. Public theater buildings could be round, square, or many-sided. They were built around a courtyard, called a pit, that had no roof. The theater consisted of three levels of galleries, and stood about 32 feet (10 m) high.

The stage was a large platform that extended into the pit. There were dressing rooms, wardrobe rooms, and an upper stage or balcony. Actors—men and boys, as women did not perform on the Elizabethan stage—performed on the main stage, in the “discovery” space, and on the upper stage. The audience stood in the pit or sat in the galleries. Music and sound effects were produced with machinery in a hut on top of the roof.

Project

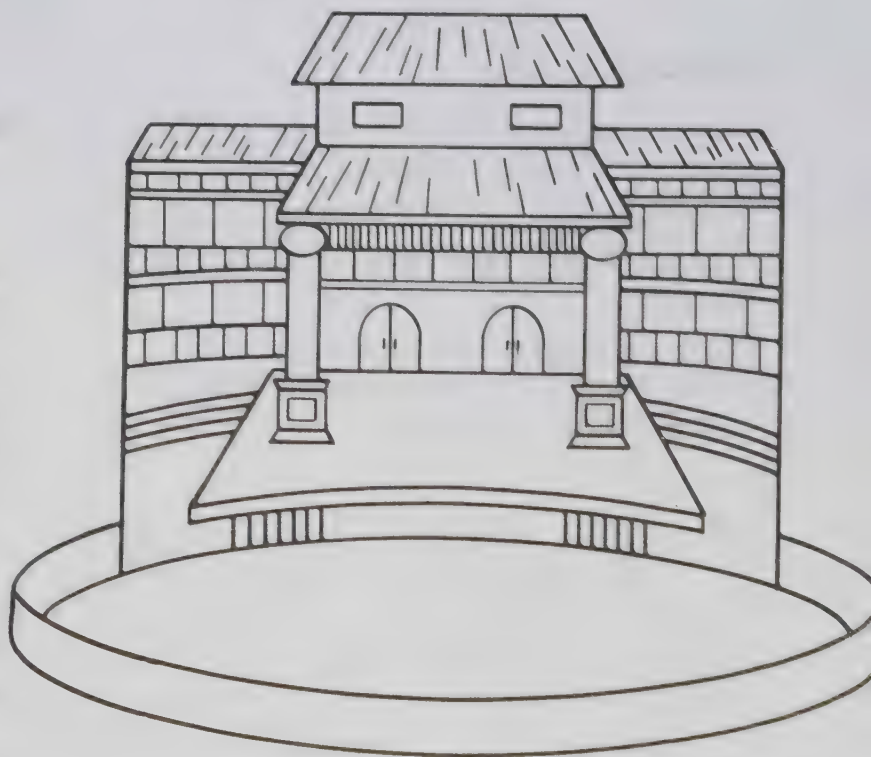
Construct a stand-up model of an Elizabethan public theater.

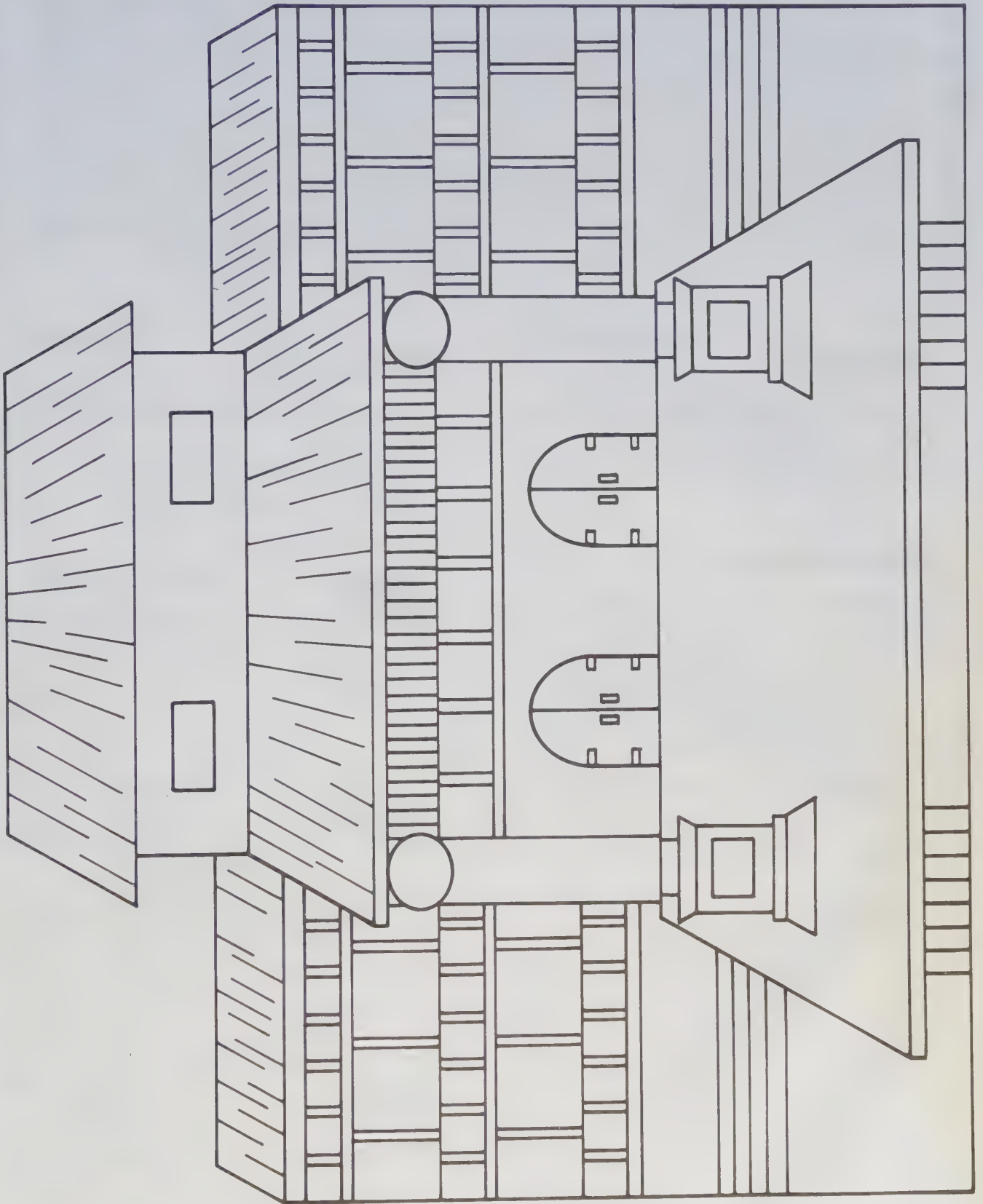
Materials

- Public theater drawing, following page
- Crayons
- Poster board
- Scissors
- Glue

Directions

1. Reproduce the theater drawing for each student.
2. Color the drawing. Cut out around the outlines.
3. Cut the poster board into a 6 x 22-inch (15 x 56 cm) strip.
4. Center theater drawing on the poster board, bottom edges matching. Glue in place.
5. Glue or staple the ends of the strip together to form a circle, as shown.
6. Add features inside the theater. Build a stage, miniature props, and figures of actors.





Shakespeare

Information

William Shakespeare was an English playwright and poet. He was born in the small market town of Stratford-upon-Avon. He moved to London at an early age, and quickly established himself as one of the city's leading actors and playwrights.

Shakespeare wrote at least 37 plays which have been divided into the categories of comedies, histories and tragedies. Most of the plays were written for public theaters. When theaters closed due to the outbreak of the plague, Shakespeare turned to writing poems. Poetry was considered more important than plays by the people of the times.

There was no scenery in Renaissance plays. A play's setting was unknown until the characters identified it through their lines. Colorful costumes, sound effects, and props such as thrones, swords, banners, rocks, trees, and beds helped tell the story.

Project

Create sound effects that may have been heard during a production of one of Shakespeare's plays.

Directions

1. Brainstorm a list of things that may have needed sound effects in one of Shakespeare's plays. Write the list on the chalkboard. Here are some ideas to start: rain; horses' hooves; a duel; the arrival of Her Majesty, the Queen.
2. Divide the list into equal parts and assign parts to class groups. Give each group the task of devising a way to create sound effects for each thing on their list.
3. Create the sound effects for the rest of the class. Can students identify them?

Materials

- Drums, horns, and other musical instruments
- A variety of student-supplied objects to create sound effects
- Chalkboard, chalk



Masque

Information

A masque is a form of dramatic entertainment named after the masks worn by the performers. It originated in England, where it was first called mummers. Over time, it developed into a folk play. Italy adopted it later as a court spectacle that included songs, dances, and scenery. From Italy it spread to France, then back to England during the early 1500s. Masques were usually given at court, with nobles and ladies taking parts.

The masques were simple performances, and generally lacked story, action, crisis, or ending. The performers recited long, poetic speeches. Ben Jonson was a noted writer of masques during the Renaissance. He introduced masques with two sets of performers and elaborate staging.

Project

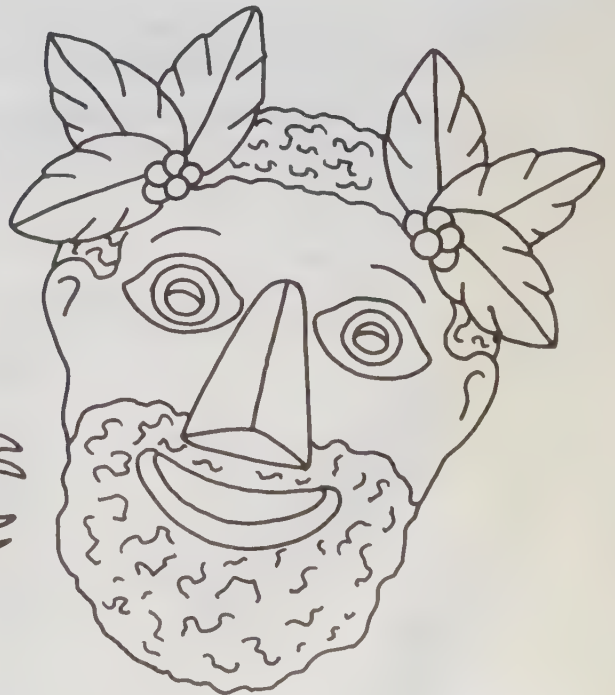
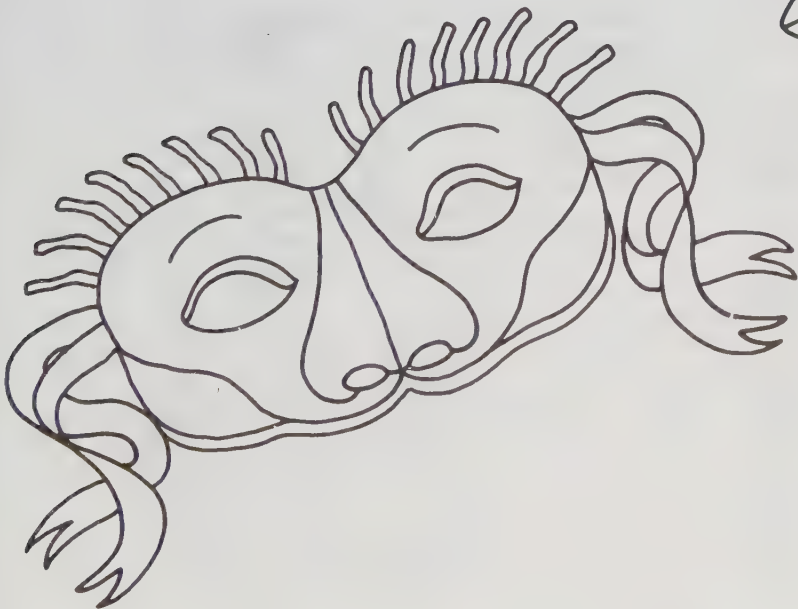
Make a mask for a performer in a masque.

Directions

1. Choose from an assortment of craft materials to design an original mask.

Materials

- Variety of craft materials including construction paper, foil, ribbons, yarn, paper bags, trims, paper plates, tissue paper, etc.
- Scissors
- Glue



Dancing



Information

Dancing was an important part of a boy's or girl's education. Every wealthy family held dances at Christmas, at weddings, and on other festive occasions. In early Tudor times, the dances usually took place in the dining hall. Eventually most stately homes had a long gallery where dances could be held. One of the most popular dances was the galliard, a brisk, lively dance composed of a series of small running and leaping steps.

Folk dancing was popular among the commoners. One form, Morris dancing, was thought to bring luck. It was performed for Easter, May Day, and during spring planting to insure a good crop. Morris dancers wore bright colors and tied as many as 40 scarves, ribbons, handkerchiefs, and bells around their legs.



Project

Create a modern-day dance similar to the steps of the galliard.

Materials

- Playground area
- Cassette or CD player for each student group
- Music, selected by students

Directions

1. Divide the class into dancing groups of six members.
2. Each group discusses and decides on their choice of music for their dance. **All songs should be approved by the teacher!**
3. Head outside for some original choreography. Each group will create an original series of small running and leaping steps to perform to their music.



Floral Garland

Information

Living and working in a town was hot and tiring. Only a few of the largest palaces had gardens. Many wealthy city dwellers built villas in the countryside where they went to rest, enjoy traveling faires, and participate in the festivities of traditional celebrations.

One important celebration took place on May Day. This festival began as a religious event, but it eventually became a harvest celebration. It centered around a Maypole, a tall tree that was chopped down, then decorated with garlands of flowers and herbs. Flags and ribbons were tied to the top, and there was dancing around the Maypole.

Floral garlands were also shaped into simple headdresses and worn by peasants and other country ladies.

Project

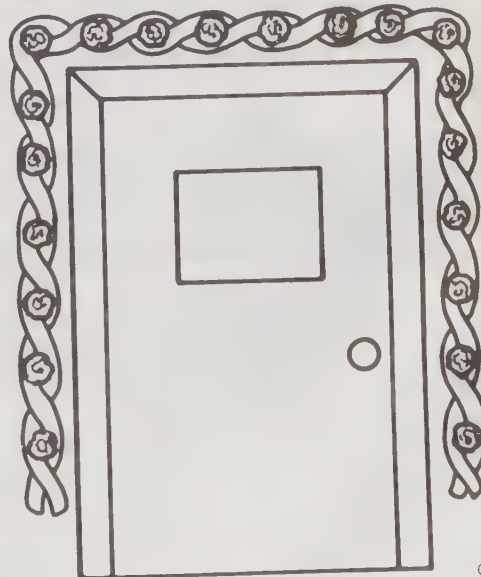
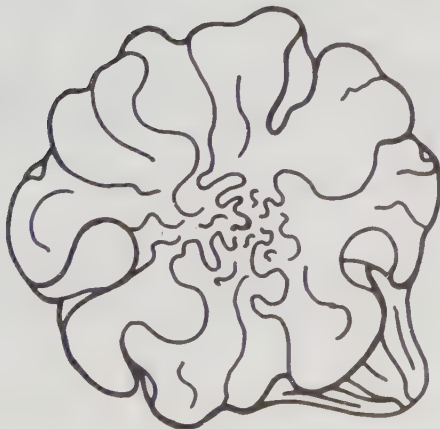
Create floral garlands to decorate the classroom or to make into a headdress.

Materials

- Green crepe paper
- Tissue paper
- Curling ribbon
- Clear tape
- Scissors

Directions

1. Cut crepe paper into four-foot (1.2 m) lengths. Put two lengths together and secure them with tape at one end. Twine the two lengths tightly together to create a rope effect.
2. Make tissue paper flowers by cutting circles, gathering them tightly in the center, and taping the gathered end.
3. Tuck the flowers into the crepe paper garland. Wind ribbon through the crepe paper.
4. Drape the garland on classroom walls, doors, and desks. Or, form and tape a garland into a circular shape to create a headdress.



Music



Information



Renaissance composers did not have classical models for their music because the Greeks and Romans thought words more important than music. Most of the music that was written during the Renaissance was to accompany singing. Music was composed for religious services like the Mass, or to accompany the singing of psalms. Madrigals, songs for two or more voices singing in harmony and accompanied by instruments, were especially popular. To play this music, new instruments like the violin and harpsichord were invented.

There was also Renaissance music based on non-religious themes. Musicians were employed to play at lavish balls and theatrical performances. Traveling musicians roamed from village to town, entertaining at faires. Lutes were sometimes provided in barbershops for waiting gentlemen to play. Simple woodland instruments, recorders, and small flutes were instruments that were commonly played.

Project

Learn music and lyrics to popular Renaissance songs.

Materials

- Song Lyrics page, following
- Simple instruments like recorders, harmonicas, and rhythm instruments

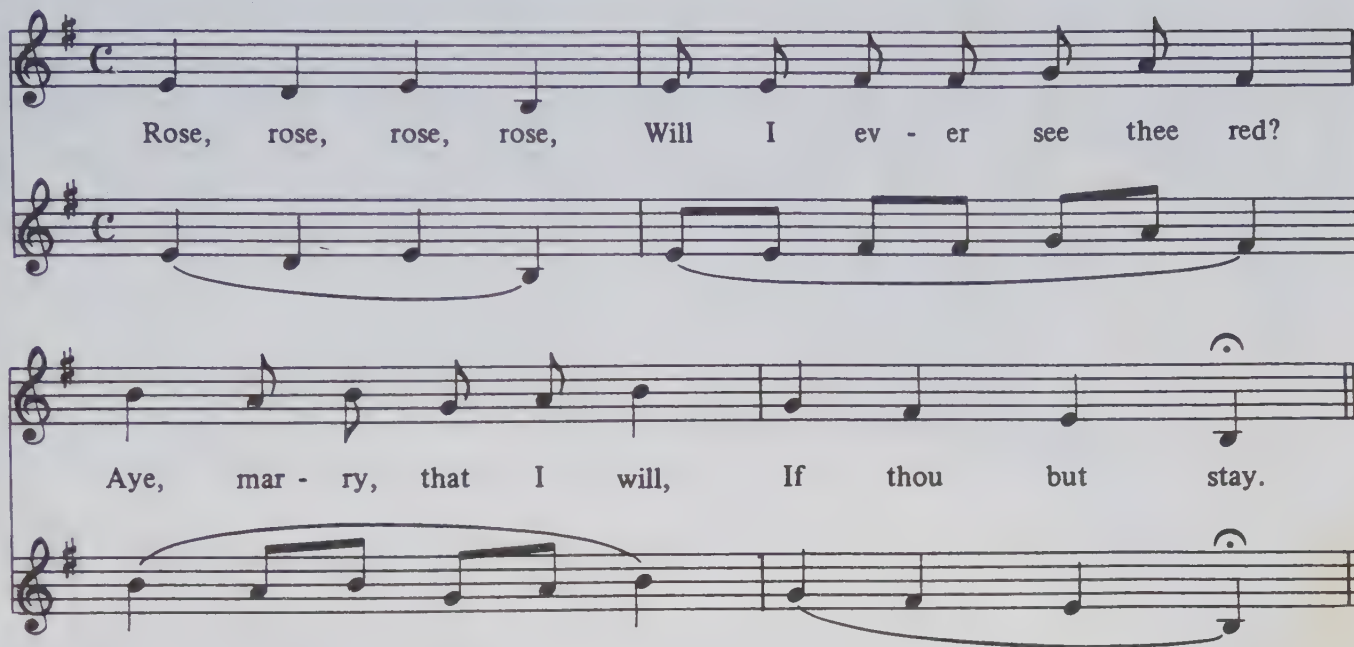
Directions

1. Reproduce the song lyrics for each student.
2. Learn the tune to each song. Practice singing together, then divide into groups and try singing in rounds.
3. Choose a few students to accompany the singers with background music on recorders, harmonicas, shakers, and small drums.



Rose, Rose

This is a four-part round of English origin.



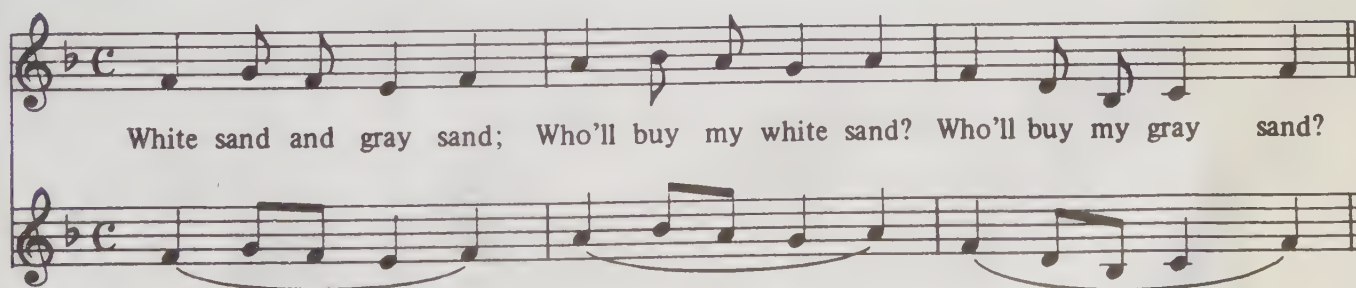
Rose, rose, rose, rose, Will I ev - er see thee red?

Aye, mar - ry, that I will, If thou but stay.



White Sand and Gray Sand

This is a traditional English round based on an eighteenth-century street cry.



White sand and gray sand; Who'll buy my white sand? Who'll buy my gray sand?

Artists



Information

Some of the greatest achievements of the Renaissance came in the arts. Renaissance artists invented new techniques in an effort to make their works as beautiful and lifelike as those of the ancient masters of Greece and Rome.

In Italy, artists searched for new styles to express the new ideas of the Renaissance. The beginning of the Italian Renaissance is usually linked with the painter Giotto, who painted in the 1300s. In the 1400s, new ways of mixing paint enabled artists to combine perspective with decorative styles. Sculptors such as Donatello and Michelangelo worked with bronze and glazed terra cotta. German artists developed the technique of oil painting. French kings and noblemen hired Italian artists to serve in their courts. Artistic achievements reached their height in the late 1500s, a period known as the High Renaissance.



Project

Paint using the techniques of great Renaissance artists.

Materials

- As described for each project



Giotto

Giotto was born in Italy around 1267. He changed the decorative style of medieval painting by making his figures look like real men and women with human feelings. His best-known works are frescoes (wall paintings) of religious figures. He was also an architect and sculptor.

Project

Create a fresco featuring everyone in class.

Materials

- White butcher paper cut in three-foot (1 m) wide sections
- Tempera paint
- Paintbrushes

Directions

1. Sketch, then paint, a picture of yourself on the piece of butcher paper.
2. Tape the butcher paper sections end to end to create one long wall painting.





Masaccio

This early 1400s Italian painter worked out the laws of perspective to give his paintings an appearance of depth.

Project

Draw a picture using the technique of perspective.

Materials

- Drawing paper
- Crayons
- “P” encyclopedia

Directions

1. Look in the encyclopedia to find out more about techniques for drawing with perspective. Practice these techniques using crayons.



Michelangelo

Michelangelo was born in Italy in 1475. A great painter, architect, and poet, he was mainly interested in creating large marble statues and is known for his ability to portray the human body in painting and sculpture. Michelangelo devoted most of his time to large projects. He spent four years painting the ceiling of the Sistine Chapel in the Vatican with frescoes depicting nine scenes from the Old Testament.

Project

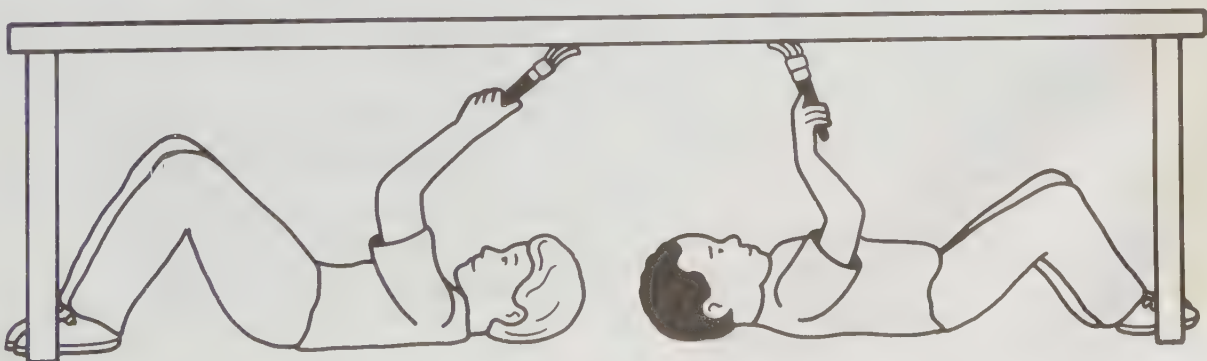
Create a “ceiling” painting.

Materials

- Butcher paper cut in sections the size of table tops
- Marking pens
- Tape

Directions

1. Tape butcher paper to the underside of desktops. Lie underneath and use marking pens to create a “painting.”





da Vinci

*Leonardo da Vinci, an Italian artist of the late 1400s, is best known for his paintings of the **Mona Lisa** and **The Last Supper**.*

Project

Paint a portrait of a classmate.

Materials

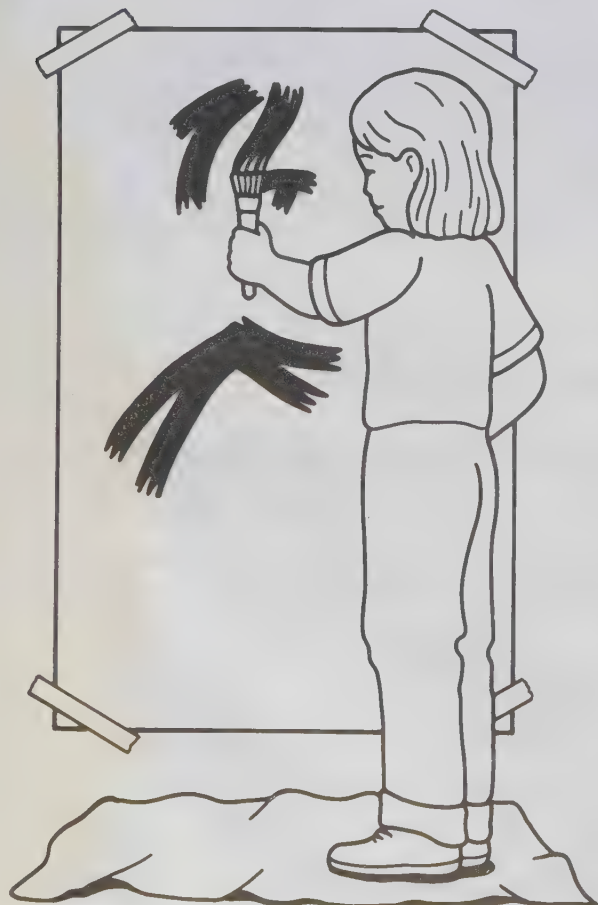
- Tempera paints
- Construction paper
- Art books featuring da Vinci's *Mona Lisa*

Directions

1. Divide into pairs. Take turns posing for a portrait that shows classmates with the famous smile of *Mona Lisa*.



Titian



Titian was a Venetian painter of the Italian Renaissance. He painted portraits of royalty and aristocrats. Titian developed a style of painting which influenced European painting for more than 200 years. He used bold brushstrokes and bright colors.

Project

Paint a portrait of a royal subject.

Materials

- Tempera paint
- Paintbrushes with wide bristles
- Butcher paper
- Tape
- Drop cloths or other floor protectors

Directions

1. Cut a large piece of butcher paper for each artist. Tape the paper to the wall.
2. Use the techniques of Titian—large brush strokes and bright colors—to paint a picture of a king or queen.

Sculpture

Information

Renaissance sculptors learned their craft by being apprenticed to working craftsmen. The apprentice learned skills such as the complicated procedure of sculpting in bronze. Unlike artists of previous ages, Renaissance sculptors carved figures that stood upright on their own and could be viewed from all sides. Some of the most magnificent Renaissance sculptures were produced in Italy. Famous sculptors of the age included Michelangelo, Donatello, Ghiberti, and Torrigiano.

Many Renaissance sculptors were commissioned by patrons (people who paid for the work). They were employed to create massive works such as tombs for important people, religious statues for cathedrals, and fountains for cities. Yet not all sculpture was so grand in scale. Some sculptors were hired to make very small pieces like coats of arms for the fronts of town houses.

Project

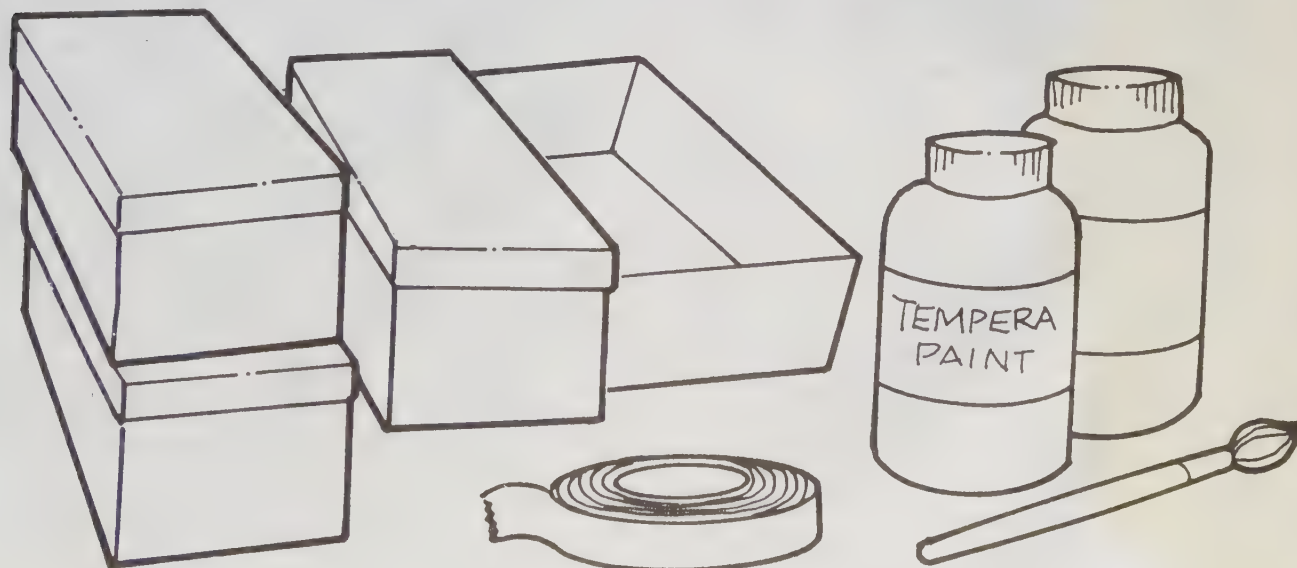
Work in cooperative groups to create a “marble sculpture” that can be viewed from all sides.

Materials

- Boxes of varying size
- White and black tempera paint
- Sponges
- Narrow bristle paintbrushes
- Masking tape

Directions

1. Divide the class into cooperative groups of four.
2. Stack and tape the boxes together to create a free-standing “sculpture.”
3. Use white paint to sponge paint all surfaces. Create the effect of marble by painting black and gray lines over the sponge-painted surfaces. Use the sponge to blend the paints in some areas.



Games



Information

Board games like chess or backgammon were quite popular during the Elizabethan period. Children knew dozens of guessing games, and often spent the hours after dinner asking each other riddles. Dice games were also popular.

Outdoor games were more rugged. Real tennis, a cross between modern tennis and squash was played on special courts. Soccer was violent, played with a stuffed pig's bladder, teams of unlimited size, and no rules. Boys were permitted to play only the kind of games which would be useful to them in adult life. They were taught to fence in the hope they would become good swordsmen. They learned jousting and tilting, which gave them practice in fighting on horseback with a lance. Hunting and hawking were taught to prepare them to join family members in the field. They could also practice archery and fishing for recreation.

Project

Play a variety of Renaissance games.

Materials

- As listed for each game or project



Checkers

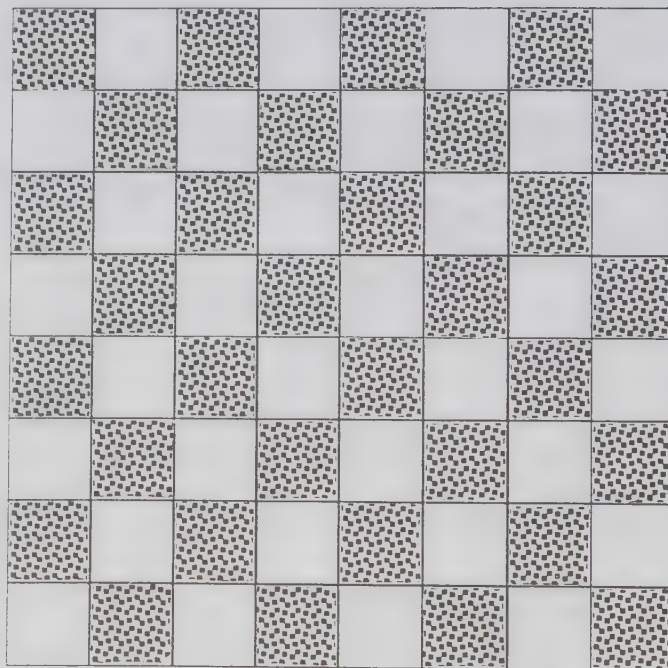
Checkers was played on boards decorated with unique designs. Create a decorative checker board.

Materials

- White construction paper square (at least 12 inches/ 31 cm square)
- Checkers

Directions

1. Fold the construction paper into 64 squares.
2. Use crayons to create two different patterns.
3. Color the squares using the two patterns to create a checker board.
4. Play a game of checkers.



Trump

Children liked card games, especially one called Trump. Play a version of this card game.

Materials

- Deck of playing cards
- Four players

Directions

1. Shuffle and deal the cards face down.
2. Name one of the suits: diamonds, hearts, spades, or clubs.
3. Moving clockwise, each player takes a card from his pile and turns it face up on the table. When a card from the named suit appears, the player to say TRUMP first takes all the face-up cards on the table. Continue play.
4. When all cards are played, the player with the most cards is the winner. Name another suit and start a new game.



Riddle Time

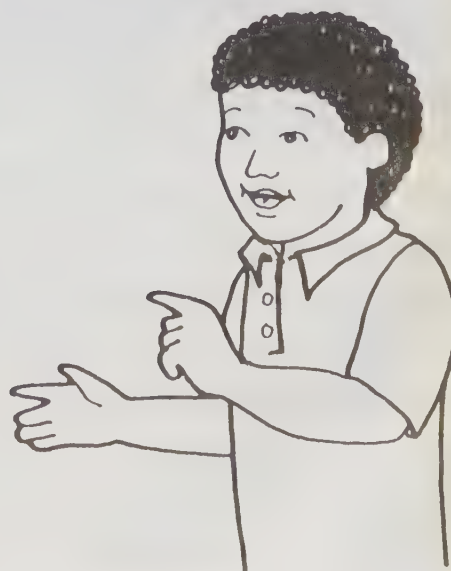
Many evening hours in country homes were spent playing guessing games.

Materials

- Books of guessing games and riddles
- Large jar or other container
- Index cards
- Pencil

Directions

1. Look through riddle books.
2. Each student chooses a riddle to write on an index card, remembering to memorize the answer.
3. Put all the riddles in a jar or container.
4. Each day, pull a riddle from the jar to challenge the class. The person who wrote it can verify the correct answer.



Clothing



Information



Clothing was often a direct indication of wealth. Peasants wore simple homespun clothes and woolen hats. For the wealthy, clothing was fancier and more complicated than ever before. Fabric was brightly-colored, often with a design of large flowers. Outer garments were often slashed so that the fabric of garments worn underneath could be pulled through in small puffs. Women wore underskirts and outerskirts.

During the 1500s both men and women wore fancy starched collars called ruffs. Men wore doublets, rich jackets of velvet or satin with puffed sleeves. Padded breeches had stockings sewn into the bottom. Children were dressed as infants only until the age of three, then they dressed the same as adults.



Project

Dress in the style of the Renaissance.

Materials

- Clothing descriptions, following
- As described for each project

Here are some ideas for Renaissance clothing. You can bring costumes from home and supplement the outfit with the head wear on the following page.

Unisex Items (worn by women, men, and children)

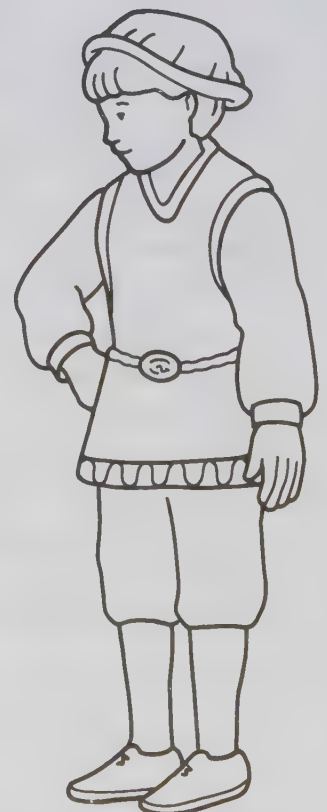
- ✧ **Shirt**—Off-white or dyed, often with full-bodied sleeves
- ✧ **Cape**—Fabric draped over the shoulder, reaching to the small of the back
- ✧ **Cloak**—Like a cape, only hooded and reaching to the ankles

Women's Clothing

- ✧ **Bodice**—A type of laced vest worn over the shirt
- ✧ **Skirts**—Two layers, an overskirt and an underskirt
- ✧ **Snood**—A loose woven hairnet

Men's Clothing

- ✧ **Breeches**—Pants without pockets
- ✧ **Jerkin**—A vest, belted at the waist and hanging to mid-thigh
- ✧ **Slops**—Baggy trousers, usually cut to mid thigh
- ✧ **Hose**—Knitted stockings worn under slops





Hennin

Women of wealth wore elaborate head coverings. The Hennin was a style of high, cone-shaped headdress worn during the late 1400s. It rose three to four feet (.9 to 1.2m) high and was draped with a veil.

Materials

- Large sheet of poster board
- Tape
- Chiffon or other lightweight fabric

Directions

1. Roll the poster board to form a cone sized to fit the head. Tape the sides together. Trim the bottom, if necessary.
2. Gather the fabric at one end and tape or staple it to the point of the cone.



Muffin Cap

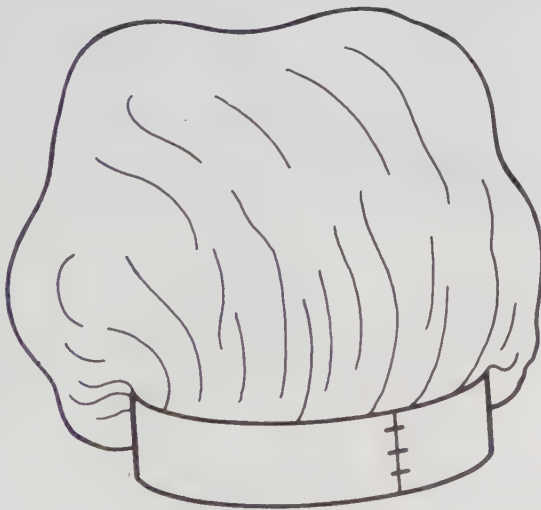
The Muffin Cap was worn by men and women of the peasant or middle class. It was a loose cap with a floppy top. Sometimes a straw hat was worn over it.

Materials

- White tissue paper
- White construction paper
- Scissors • Stapler • Tape

Directions

1. Cut a construction paper band two inches (5.08 cm) wide and long enough to fit around the head, from the top of the forehead and behind the ears. Tape the ends of the band together,
2. Cut a tissue paper circle, two feet (61 cm) in diameter.
3. Tape the tissue circle to fit around the band. You will need to make small folds or gathers along the outer edges.





Braided Belt

A common accessory worn by men and women was a loose-fitting braided belt with loops, on which were hung a variety of personal items. These might include keys, a knife, a leather pouch for coins, and a small cloth sack for other personal needs. Also hung on the belt was a tankard—a wooden or pewter drinking cup.

Project

Make a braided belt and accessories.

Materials

- | | | |
|--------------------|-------------------|------------------|
| • Thick yarn | • Felt | • Zip-lock bags |
| • Small paper bags | • Lightweight mug | • Cardboard |
| • Scissors | • Safety pins | • Personal items |

Directions

1. Braid three lengths of yarn to reach a length long enough to tie loosely around your hips.
2. Cut felt pieces about two inches by four inches (5 to 10 cm). Loop the felt pieces around the belt and secure them with safety pins.
3. Cut key shapes from cardboard and make pouches and small purses from zip-lock and paper bags. Cut slots in them so they can be strung on the belt or held by a loop. Fill the pouch with coins (see page 21).
4. Bring a lightweight mug from home to string onto the belt. Add other personal items of choice.



Jewelry



Information

Jewelry designs became very ornate during the Renaissance. Enamel, gems, and pearls were common decorations. Gemstones were often sewn directly onto garments and onto the richly decorated robes of monarchs.

Precious or semi-precious stones were set flat with a backing of metal. Earrings were considered an important item of a gentleman's costume. Elaborate chains and collars were worn by the wealthy and noble classes. Pendants were worn by both men and women. In the 1500s a better method of cutting diamonds resulted in lighter and more graceful settings. This method of cutting produced diamonds that were shaped roughly like a rose, called rose diamonds.



Project

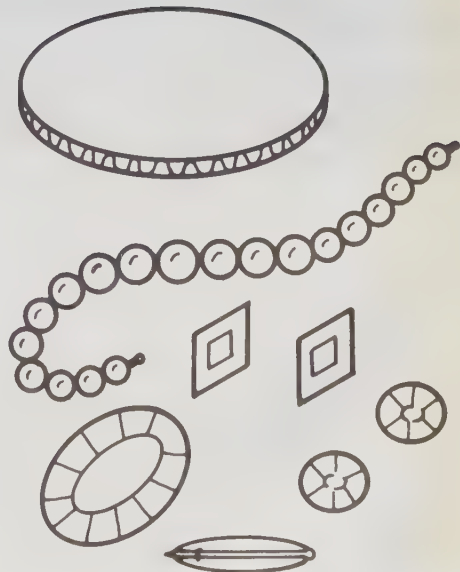
Make a jeweled pendant.

Materials

- Cardboard
- Tacky glue
- Costume jewelry (available at thrift shops)
- Pin backs
- Scissors

Directions

1. Cut the cardboard into an oval or other shape suitable for a pendant.
2. Cut apart the costume jewelry. Glue individual jewels onto the cardboard backing, covering the backing entirely.
3. When the glue has dried and the jewels have set, glue a pin back on the other side of the cardboard.



Needlework



Information

Girls in wealthy families learned from their mothers how to spin, weave, and do fine needlework. Most learned how to embroider. Women's skirts were often open in front to show an embroidered slip (kirtle) underneath. Ornately embroidered curtains which could be closed for privacy hung around beds. Bedspreads were embroidered to match. Royal robes were adorned with elaborate embroidered patterns.

Embroiderers looked to nature for inspiration. Acorns and flowers were popular stitchery subjects. Intricate, abstract patterns were also created. English embroidery of the Elizabethan period was considered to be the finest in Europe.



Project

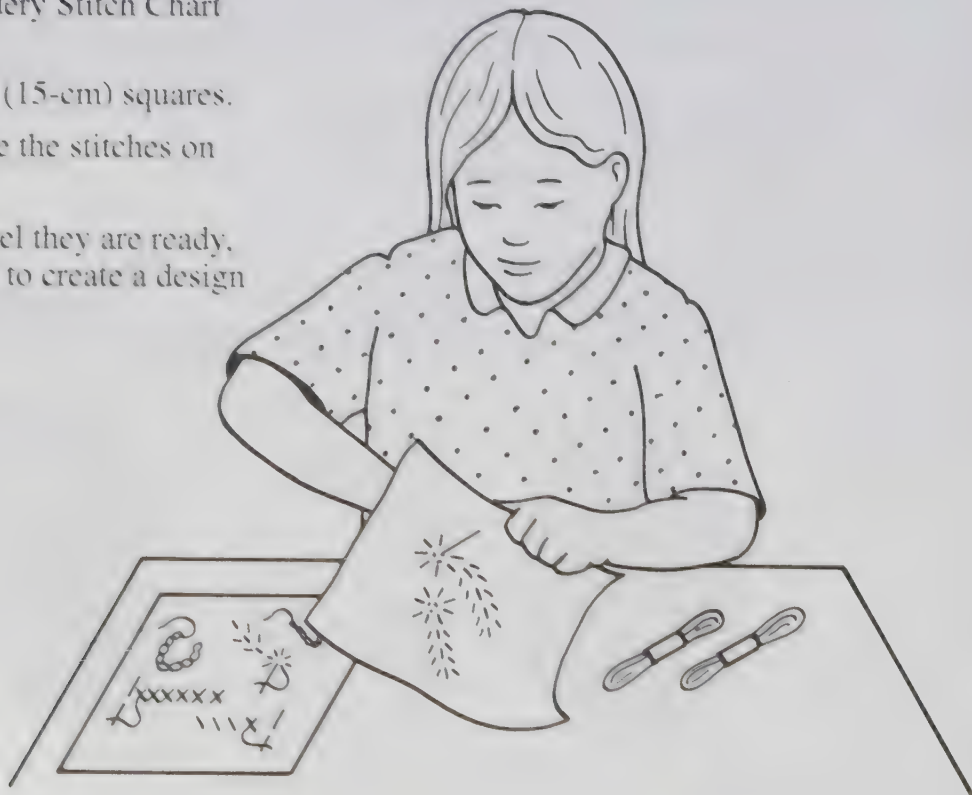
Create a pattern on cloth using simple embroidery stitches.

Materials

- Embroidery Stitch Chart, following
- Embroidery floss
- Embroidery needles
- Solid color fabrics
- Scissors

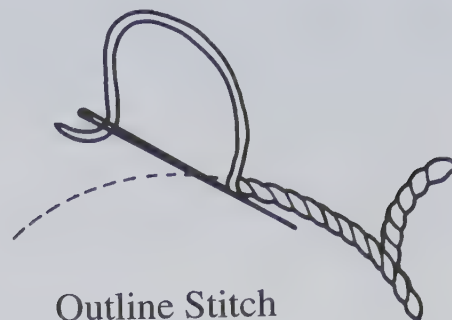
Directions

1. Reproduce the Embroidery Stitch Chart for each student.
2. Cut fabric into six-inch (15-cm) squares.
3. Using the chart, practice the stitches on fabric scraps.
4. When needleworkers feel they are ready, use a variety of stitches to create a design on the fabric square.

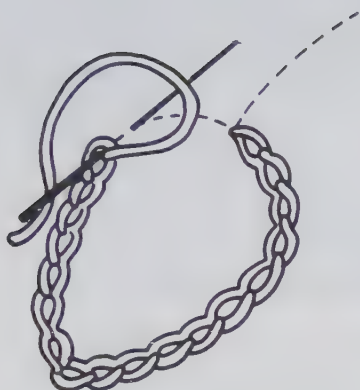




Embroidery Stitch Chart



Outline Stitch



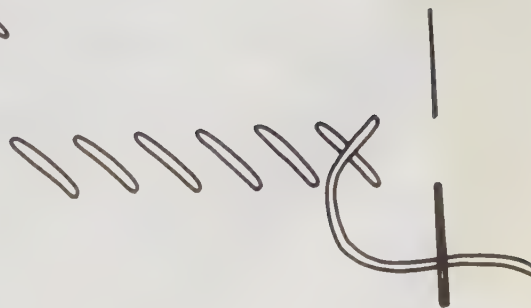
Chain Stitch



Stroke Stitch



Cross-Stitch



Food

Information

The peasants of the Renaissance period had a very different diet from the wealthier people. Most could afford little more than coarse bread made from wheat, barley, or rye. Sometimes the bread was stirred into a watery vegetable stew. Meat was too expensive for most people to buy. People in southern Europe ate fruit, although most people thought that fruit caused fevers.

On the other hand, wealthier people had a much richer, varied diet. They ate meats and fish of all kinds, some of it dried and salted. Except for cabbage, vegetables were not often eaten. Explorers returning from the New World introduced turkeys and chocolate. Sugar was a luxury, and when it was obtained, it was sprinkled on everything, including meat. Wine and beer were the normal beverages for mealtimes, even for breakfast.

In the houses of royalty and the nobility, huge banquets were given. It was during the Renaissance that people began to set aside special rooms for eating, and elaborate dishes were cooked for guests.

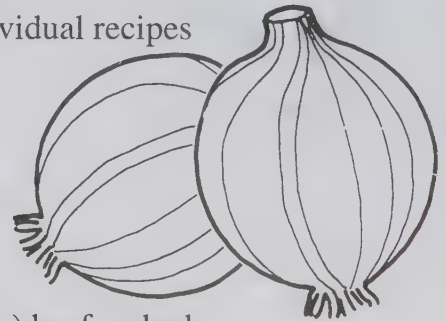
Project

Prepare and taste some foods like those served at Renaissance banquets.

Materials

Directions

See individual recipes



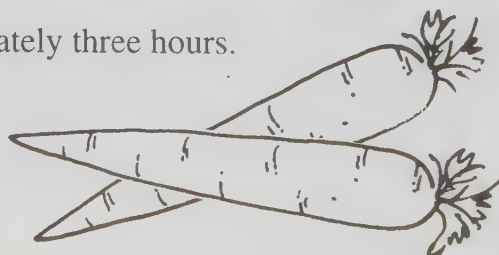
Beef Soup (serves 20)

Ingredients

- One gallon (3.79 liters) water
- Four to six small onions, peeled and chopped
- One handful parsley, chopped
- Ten beef bouillon cubes
- 20 peppercorns
- 2½ pounds (1.13 kg) beef, cubed
- Four to six carrots, chopped
- 4½ cups (1 liter) apple juice
- One bay leaf
- Ground ginger and balsamic vinegar to taste

Directions

1. Put all ingredients except apple juice, ginger, and balsamic vinegar in a large pot. Bring to a boil.
2. Lower the heat and add apple juice. Simmer for 30 minutes, then add ginger and balsamic vinegar.
3. Simmer until meat is tender, approximately three hours.



Forced eggs are very similar to the deviled eggs we eat today. Compare the taste of these eggs with deviled eggs from your favorite recipe!

Forced Eggs

Ingredients

- $\frac{1}{3}$ cup (78 ml) each fresh basil and parsley
- $\frac{1}{2}$ teaspoon (2.5 ml) each powdered thyme and sage
- Yolks of 12 hard-boiled eggs
- $2\frac{2}{3}$ cups (628 ml) fresh bread crumbs
- 3 raw eggs
- $\frac{1}{3}$ cup (78 ml) butter
- $\frac{3}{4}$ cup (177 ml) raisins
- $\frac{1}{2}$ teaspoon (2.5 ml) each pepper, cloves, and mace
- 1 teaspoon (5 ml) each cinnamon and ginger
- Three dozen hard-boiled eggs, cut in half and yolks removed



Directions

1. Combine all ingredients except hard-boiled eggs.
2. Lightly stuff each egg half with stuffing mixture. Place two egg halves together, stuffing to stuffing, and tie lightly with a string or a small strip of cheesecloth.
3. Place the eggs in a saucepan filled with lightly salted water. Boil gently five to ten minutes to cook the stuffing, then serve.

Celery was eaten after meals to aid digestion. It was also thought that celery had healing powers.



Celery

Ingredients

- Celery
- Salt
- Pepper

Directions

1. Remove stalks from celery heart and wash carefully.
2. Serve with salt and pepper



Cabbage was a staple in the Renaissance diet. It could be served raw or boiled in a stew or soup. This recipe is similar to cole slaw.

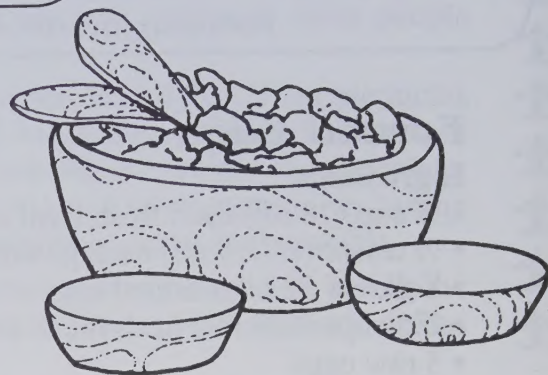
Cabbage Salad (makes 6 cups)

Ingredients

- One small head of cabbage, grated
- $\frac{3}{4}$ cup (177 ml) cider vinegar
- $1\frac{1}{2}$ Tablespoons (22 ml) sugar
- 1 teaspoon (5 ml) salt
- 2 Tablespoons (30 ml) olive oil

Directions

1. Remove the outer green leaves of the cabbage and discard them.
2. Grate the remaining cabbage.
3. Add oil and salt to the grated cabbage; mix well.
3. Mix the vinegar and the sugar. Add mixture to salad and stir.



Double-crust pies were popular because they could be eaten out of hand, without the need for utensils. Some pies were made of meat, but others were fruit pies.



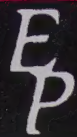
Strawberry Tarte (10-12 small servings)

Ingredients

- 2 pounds (907 g) strawberries (frozen are okay)
- $\frac{1}{3}$ cup (78 ml) sugar
- 1 teaspoon (5 ml) cinnamon
- $\frac{1}{2}$ teaspoon (2.5 ml) cloves
- Pastry for double-crust pie

Directions

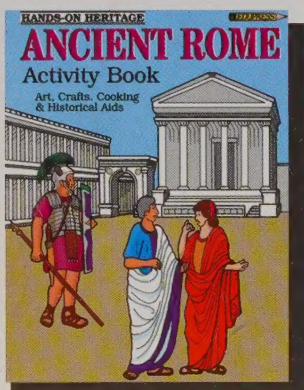
1. Preheat oven to 425° F (218° C).
2. Place bottom shell in pie pan. Cover bottom with half of the strawberries. Sprinkle berries with half of the cinnamon and cloves.
3. Add the remaining berries and sprinkle with remaining spices.
4. Add top crust and bake for 45 minutes.



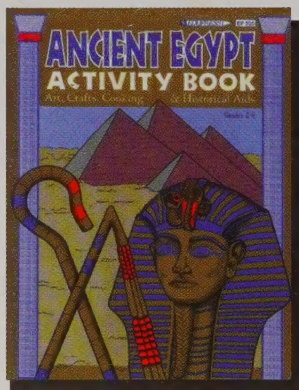
EDUPRESS

Hands-on Heritage™ Activity Books!

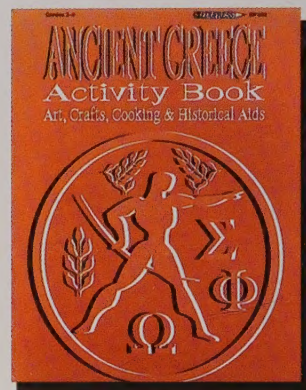
- Loads of Fun-Filled Activities for All Ages
- Great for Home-Schoolers and Youth Group Leaders
- Complete Material Lists
- Easy-to-Follow Directions
- Affordable Projects from Recycled Materials



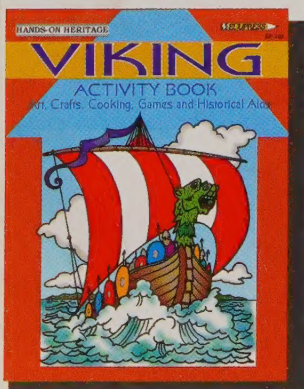
032 Ancient Rome
Visit Rome of long ago



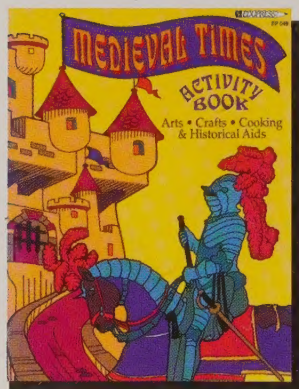
025 Ancient Egypt
Explore Egypt's heritage



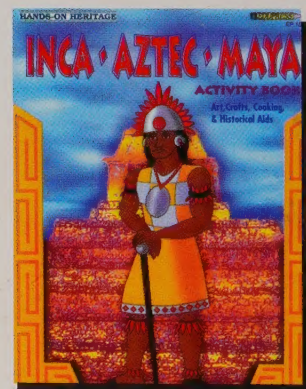
062 Ancient Greece
Historical aids, art and crafts



169 Viking
Hands-on heritage activities



049 Medieval Times
Learn about Medieval life



150 Inca, Aztec, Maya
Arts and crafts that teach

ISBN 1-56472-167-1



7 65515 00167 5

**Look for these other exciting
social studies activity books
from Edupress!**